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Council of Educational
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25/3, Ballygunge Circular Road, Kolkata - 700 019

# Pratyay

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# CONTENTS

| | Title | Page No. |
|---|---|---|
| 1. | Population Planning in India-The Perspective of Women's Education and Empowerment<br>— Dr. Mousumi Boral and Dr. L. N. Satpati | 1 - 10 |
| 2. | Family : Socio-Cultural Factors and Quality of Life<br>— Dr. Tuhin Kumar Samanta | 11 - 15 |
| 3. | Distribution of Tribal Population in West Bengal and their Socio-Economic Disparities with Non-Tribe Population<br>— Dr. Kuntal Kanti Chattoraj | 16 - 28 |
| 4. | আর্থ-সামাজিক উপাদান সমূহ ও জীবনমান<br>— কৃষ্ণকলি ঘোষ | 29 - 30 |
| 5. | Girls Education : A Short Study from Rural Malda<br>— Dr. Hariswami Das | 31 - 38 |
| 4. | জনসম্পদ উন্নয়নে অন্যতম অন্তরায় জনবিস্ফোরণ<br>— নিতাই শ | 39 - 44 |
| 7. | Newsletter of SCERT (WB) :<br>Report of NPEP, SSA and other activities of SCERT (WB) during 2008-09 and 2009-10 | 45 - 49 |
| 8. | Comments on Pratyay | 51 - 54 |

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# PREFACE

The present issue of 'Pratyay' is the fifth one published since October 2005 under the aegis of the National Population Education Project being carried out at the State Council of Educational Research & Training ( West Bengal ). ' Pratyay' is an effort to disseminate the ideas propounded by Population Education.

The United Nations Development Programme has declared the current decade (2005- 2015) as the ' Decade of Sustainable Development' and there is considerable demand from a section of people for inclusion of all developmental issues in school curriculum. Another group, armed with the recommendations of several committees and commissions, is in favour of reducing the curricular load of school children. Population education in its present form aims at bridging the gap between the two lobbies by promoting learning of the development issues without increasing the curricular burden. The main thrust of Population Education is on the development of life skills among adolescents through co curricular activities. 'Pratyay' being the mirror of the Population Education Project, reflects the same philosophy and presents discussions on such issues.

Dr. Mousumi Boral, Lecturer in Geography and Dr. L.N. Satpati, Lecturer in Geography, University of Calcutta have reflected in their article, 'Population Planning in India' that the excessive growth rate along with huge base population and low per capita income and poverty are responsible for low achievement of human resource development in India. Existence of widespread gender discrimination against women, unfavourable gender ratio, low participation in economic, social and political activities also worsen the situation. They have justified the importance of population education in the generation of mass awareness.

Dr. Tuhin Kumar Samanta, Reader and Head, Institute of Science Education, University of Burdwan, analyses the factors for improvement of quality of life of human beings with resources available in his article titled 'Family : Socio-cultural factors and Quality of life'.

Dr. Kuntal Kanti Chattoraj, Asstt. Teacher in Geography, Bajua High School, Hooghly, has critically analysed the distribution of Tribal Population in West Bengal and their Socio- Economic disparities with non- Tribe population in relation to Literacy and education, occupation, household conditions, sources of drinking water, toilets and drainage facilities, electricity, etc.

Smt. Krishnakoli Ghosh, Asstt. Teacher in Geography, Nandannagar Adarsha Uccha Balika Vidyalaya, presents her views on joint family and nuclear family.

Dr. Hariswami Das, Asstt. Teacher in Life Science, Sovanagar High School, Malda, in his write-up explains the status of Girls' Education in rural Malda.

Sri Nitai Shaw, Asstt. Teacher in Physical Education, Satyabhama Institution, Kolkata, in his article describes the effect of population explosion on development of human resource.He also describes the different measures taken up by the Government over the years since independence regarding population and health.

Smt. Anasuya Raychaudhuri, JRF(SSA) at SCERT(WB) has provided asistance in editing of the present issue of the journal.

With the aim of showing respect to its readers, a section of 'Pratyay' has been dedicated to their views and suggestions. The Newsletter section of this journal highlights the important activities of SCERT (WB) for the last two years. Some of the major events are NPEP, SSA activities, Study on implications of private tuition,Mid-term achievement surveys for Class- III & Class- VIII, Study on the reasons behind large decline in enrolment between Class I & II, Study for quick verification on Pratham's ASER 2007 report in the districts of Jalpaiguri & Purulia, creation and maintenance of Portal, To find out the learning achievement of students at primary and upper primary levels vis-a-vis attendance of teachers and students, Field trials of terminal achievements survey at the end of class - V in collaboration with NCERT.

It should be mentioned here that the onus of the views expressed and data provided in the write-ups lies solely on the authors and SCERT (WB) is in no way accountable for them.

We hope that this issue of 'Pratyay' will be appreciated by its readers. Readers are requested to come forth with their views about this issue. Write- ups are also invited from readers who are interested in the themes related to Population Education. This would help us to enrich 'Pratyay' in future.

Dated : Kolkata, March 26th 2010.

**Dr. Rathindranath De**
Director, SCERT (WB)

# POPULATION PLANNING IN INDIA
## -THE PERSPECTIVE OF WOMEN'S EDUCATION AND EMPOWERMENT

***Dr. Mousumi Boral* and *Dr. L. N. Satpati***

***ABSTRACT***

*India is one of the most populous countries of the world, and in spite of many efforts undertaken during the last century or more the country has not been able to check its growing millions. The excessive growth rate along with huge base population, and low per capita income and poverty are responsible for low achievement of human resource development. There still exists widespread gender discrimination against women in the form of illiteracy, unfavourable gender-ratio and low participation in economic, social and political activities of the country. During the Five Year Plans the problems have been identified and various measures were adopted to overcome the problems, but in reality there has not been much improvement. The contemporary incorporation of population education seems to be justified enough to minimize the maladies through generation of mass awareness, the outcome of which is expected in the next census.*

**INTRODUCTION**

Human population of the world is growing at a very fast rate putting tremendous pressure on the life-sustaining resources. India with only 2.4 percent of the world's land area accounts for about 17 percent of the global population, and it is estimated that by the year 2050 India's total population will overtake that of China, presently the most populous country of the world.

On 1st March 2001, India's population stood at 1029 million of which 497 million (48.30 percent) were female (Census of India, 2001) and more than 250 million (24.30 percent) were living below the poverty line (Radhakrishna and Ray, 2005). Crude Birth Rate (CBR per '000 population = 40.8 in 1951 and 25.4 in 2001), and Total Fertility Rate (TFR per woman = 6 in 1951 and 3.2 in 2001) declined significantly, but there was rapid growth of population (at the rate of 21.34 percent in absolute term and 1.93 percent exponentially during 1991-2001 period) in the country, due to steady fall of Crude Death Rate (CDR per '000 population = 25.1 in 1951 and 8.4 in 2001), Infant Mortality Rate (IMR); increase in life expectancy, and low success in couple protection (India-2004: PP- 371-2*).* During the first fifty years of the period 1901-2001, population growth was about 1.5 times, but in the next half of the century the growth was almost 3 times. Five states, namely- Uttar Pradesh, Maharastra, Bihar, West Bengal and Andhra Pradesh constitute almost half of the country's population. Interestingly, *TFR* is more (3.9 to 4.7) in these states than the national average

of 3.2 [*Sample Registration Survey of India, 1999*]. Given the current trend of population growth (at rate of 1.93 percent), a quarter of the present population will be added to the existing ones by the year 2016.

India was able to increase its Gross Domestic Product (GDP) by about 8 times and food production by nearly 3.5 times compared to the growth of population of almost 2.8 times during 1951-2001; but the uphill tasks the country still has to carry out includes controls on the ever-increasing population to make it a manageable size, and improvement of the quality of the population in terms of education, health, standard of living etc. According to the UNDP Statistical Update (2008) India's Human Development Index (HDI = 0.609) rank in 2006 was 132 out of 179 countries. This HDI was based on Per capita Purchasing Power Parity (PPP), Life Expectancy at Birth, and Education- as measured by adult literacy rate and gross enrolment ratio. It is important to note that India's HDI rank was lower than the country's GDP rank of 126, 'largely because of low ranking in education' (Government of India, 2008-09: P-259). Moreover, with a Gender Development Index (GDI) value of 0.591 India ranked 116 out of 157 countries of the world, signifying poor status of women in India.

## VIEWS ON EDUCATION AND EMPOWERMENT OF WOMEN

Long ago Mahatma Gandhi said, 'If you educate a woman you educate the whole family, but if you educate a man you educate him only'. His remark was reiterated in the Hartog Commission on Education (1929) by its observation that '...the education of a girl meant the education of a mother and the education of her children'. Later on, as the chairman of the Planning Commission, Pandit J. L. Nehru declared, 'In order to awaken people, it is the woman who has to be awakened, once she moves, the country moves and thus we build the India of tomorrow' (*Note*: All quotations are from *Women Education- Issues & Concerns* by Radha Dua, 2008). In fact, the long-run impact of women's education on the social well being of both women and man has been confirmed in many empirical studies (Schultz, 1998).

Given similar healthcare, nutritional opportunities etc. women tend to have significantly lower mortality at most of the age groups with a consequence of more life expectancy. But 'in the less developed world especially of Asia and North Africa numerical predominance of male population is due to serious neglect of women vis-à-vis men especially during their childhood and youth' (Anand and Sen, 2005: P-142). Children of mothers with no schooling are nearly two times more likely to be underweight than children of mothers with more than eight years of schooling (Deolalikar, 2005: P-59).

However, the power relations in a family set up is also important from the point of view of empowerment of women. Employed women may be very efficient and powerful in

an organization but the situation in home may be altogether different, especially in terms of self-esteem, importance in the family, role in deciding the number of children, decision making in the family matters, securing respect from the family members etc. It has been found that employed, especially self-employed women having education, training and self-confidence enjoy almost all of these aspects of empowerment (Rosa, 2005). In this context it is worthy to note that certain aspects like accessibility to schools and per capita income/ consumption are favourable for male schooling while adult female schooling in the household encourages female enrolment in school education (Deolalikar, 2005: P-77).

## POPULATION PLANNING INITIATIVES IN THE PRE-INDEPENDENCE INDIA

During the pre-Independent period it was felt that 'the main reason of India's poverty was its growing population' and 'a reduction in fertility would make the progress of modernization a success' (Raj, 1996: P-136). Even Rabindranath Tagore, the great poet, felt this serious concern, as he wrote *'...the birth control movement is a great movement not only because it will save women from enforced and undesirable maternity, but also because it will help the cause of peace by lessening the number of surplus population of a country, scrambling for food and space outside of its own rightful limits. In a hunger-stricken country like India, it is a cruel crime thoughtlessly to bring more children into existence than can properly be taken care of, causing endless suffering to them and imposing a degrading condition upon the whole family'* [Letter to Margaret Sanger, as quoted in ***Family Planning News***, Vo. 1, No. 12, Cover Page-3, 1925].

The history of population planning in pre-Independence India is a continuous effort to have an effective check on the country's ever growing population. With the spread of medical services mortality was declining progressively; so various family planning measures were undertaken to reduce fertility. The pre-Independence India witnessed a number of developments in controlling birth rate including- publication of a book entitled *The Population Problem in India* by Pyare Kishen Wattal in 1916, establishment of a family planning clinic in Bombay by Dr. Raghunath Dhando Karve in 1925, imparting instructions on family planning by the Madras University in 1931, recommendation on promotion of the health of mothers and children made by the Health Survey and Development Committee (1945) of the Government of India, and inclusion of the need of family planning programmes in the documents of the Planning Commission in 1949. But these remained marginally effective due to lack of adequate response among the people already crippled with various economic and maladies, like poverty, segregation by caste and class, dominance of patriarchy, etc.

## POPULATION POLICIES AND PROGRAMMES DURING THE FIVE-YEAR PLANS

After the Independence, during the periods of different Five Year Plans a number of strategies and policies were formulated at the government level, and the family planning

measures progressively included different aspects of health, literacy, and development of human resources along with provision of several birth control systems.

The First Five Year Plan (1951-56) document contained a section on '*Population Pressure: Its Bearing on Development*' in which it urged a population policy essential to planning. In 1952, as the first country in the world, India formulated a policy on family planning, and launched goal-based national programmes to reduce birth rates for stabilizing the country's population at a level consistent with the requirement of national economy.

The policy of 1952 did not yield the desired results, although the three subsequent Five Year Plans highlighted the need for a large, active and time bound programme aimed at restraining population growth. During the Fifth Plan, the *National Population Policy* (NPP-1976) was announced on 16th April 1976 incorporating a series of target orientated fundamental measures making use of all the scientifically approved methods of birth control, simultaneously to be adopted by the people as a way of life, popularly known as *cafeteria approach*. The NPP-1976 categorically stated that India was on a ground of population explosion, and the situation would become a national crisis, and it was unwise to wait for education and economic development to bring about change in fertility. Salient features of the NPP-1976 were :

- Raising the rate of female literacy in all parts of the country to reduce fertility
- Introduction of population education in the curricula, especially of school level
- Incentives to the persons/ organizations involved in implementation of family planning programmes as a mass movement
- Propagation of message of family planning though all types of mass media
- Raising the monetary compensation for the families adopting terminal methods of family planning
- It provided freezing of representation in the Lok Sabha and the State Legislatures on the basis of 1971 census until the year 2001, which was later extended up to 2026
- No central legislation for compulsory sterilization, but the states were allowed to make such legislations provided it was applicable for all the citizens.
- Although it was not spelt out in the policy, sterilization was imposed almost as a compulsory measure with respect to certain groups of people like poor labourers and workers. During the period of *internal emergency* (1975-76) the drive was so intense that every couple in the reproductive age group with two or more children was targeted for sterilization (Raj, 1996).
- The 42nd Amendment Act of the Constitution of India enforced on 3rd January 1977 included *population control and family planning* in the Concurrent List (Entry 20-A).

In March 1977, the *Janata Party* defeated the *Congress Party* and came to power in India at the Centre, and in June of the same year in many other states of the country. Instead of family planning programme (FPP) the Janata Government decided to make it *family welfare programme* (FWP) by dropping the measures relating to compulsion, while retaining the others of the previous regime. The new programme emphasized on providing general social welfare measures for better care of mother and child.

The National Health Policy (1983) put emphasis on securing small family through voluntary efforts for stabilization of India's population by framing of suitable population policy. The Karunakaran Report of the National Development Council (NDC) Committee on Population (1993) proposed the formulation of a National Population Policy to take a 'long term holistic view of development, population growth and environmental protection' [*Report of the Planning Commission, 1992*].

In July 1993, an expert committee under the chairmanship of M. S. Swaminathan was constituted to prepare the outline of long-term population policy for India. The NPP-2000 was finalized on the basis of recommendation of the committee submitted in May 1994 and subsequent deliberations made on it. The policy includes clearly stated *objectives* and *expected results from the implementation* of it. It enumerates certain *socio-demographic goals to be achieved by 2010* and some specific *action plans* leading to stabilization of population by the year 2045. Following are, among others, some of the significant features of the NPP-2000 :

- Reduction of infant and maternal mortality by taking total care of mother and child through access to proper medical services, immunization and nutrition.
- Empowerment of women through universal education and economic development, delayed marriage and social development
- Bringing down the total fertility rate (TFR, i.e. the replacement level of fertility) to the level of 2.1 by the year 2010
- Prevention and control of communicable diseases through people centric family welfare programmes
- Participation of local governments, voluntary organizations, private institutions and industries in healthcare services on partnership basis with the provision of rewards/ incentives to the achievers
- Extension and maintenance of primary health services in rural as well as urban areas, health facilities for the elderly people

- Cent percent registration of births, deaths, marriage and pregnancy
- State specific strategies on the basis of socio-demographic indices particularly for those lagging behind

The 73rd (*Panchayati Raj*) and 74th (*Nagar Palika*) Constitution Amendment Acts (1992) have entrusted the rural and urban local governments to look after various grass-root level responsibilities of their respective territorial authority. However, 'no legislation has been enacted to make health, family welfare and education a responsibility of village panchayat or the municipalities, and as such the *12 strategic themes* as identified in NPP-2000, are not possible to pursue' (Jain, 2008: p-117)

## WOMEN'S EDUCATION FOR EMPOWERMENT DURING THE PLAN PERIODS

Highlights of the developments of women education as a means of empowerment of the women population of India during the different Five Year Plans are presented as follows:

**The 1st Five-Year Plan (1951-56) :** The urgency of women education was recognized, and the problems of educating the women-folk were also identified.

**The 2nd Five-Year Plan (1956-61) :** There was recommendation of special scholarships for girl students to increase their enrolment and retaining them in schools. National Committee on Women's Education (1958) under the chairmanship of Smt. D. Deshmukh was appointed to identify the problems of women's education.

**The 3rd Five-Year Plan (1961-66) :** The state governments were asked to implement the recommendations of the Deshmukh Committee to reduce the enrolment gap between boys and girls. The Kothari Commission on Education (1964), under the chairmanship of Dr. D. S. Kothari, suggested introduction of various facilities including hostel, free books, writing materials and dress, scholarships, liberal grant-in-aid for women's education and research, and adult education facilities for the rural women.

**The 4th Five-Year Plan (1969-74) :** Special programmes were launched to increase enrolment of girl students through universalization of education for the age group of 6-14 years on the basis of recommendations entitled '*Towards Equality*' prepared by the 'Committee on the Status of Women' (1971) under the chairmanship of Dr. (Smt) Phul Renu Guha.

**The 5th Five-Year Plan (1974-79) :** Generous allocation was made to construct classrooms and to appoint teachers; and girls students were given scholarships to pursue higher education so that they could opt for teaching job.

**The 6th Five-Year Plan (1980-85) :** Programmes were initiated for higher enrolment and retention of girls in schools through scholarships, hostel facilities, training for jobs and other facilities. Women were encouraged to participate in the development process of the country by providing skilled labour force.

**The 7th Five-Year Plan (1985-90) :** In spite of several measures taken in the previous Plans it was found that education of women was lagging far behind. So to eradicate the problem, emphasis was given on promotion of girls' education through appointment of lady teachers, attachment of pre-school centers and other facilities. The National Policy on Education (NPE-1986) was passed by the Parliament. Based on NPE and its subsequent Programme of Action (PoA-1992) a project entitled '*Education for Women Equality*' was envisaged to promote literacy and empowerment of women through participation of local women in various training centers, research groups and projects like *Operation Blackboard, Non-formal Education, Vocational Education* and *National Literacy Mission.*

**The 8th Five-Year Plan (1992-97) :** The main emphasis was on Universalization of Elementary Education (UEE) of which the focus was on increase of women literacy with an eye on one of the prime national objectives of *population control* and *family welfare*. Kishori Shakti Yojna (KSY: 1991-92) was launched for empowerment and self-development of adolescent girls in preparation to their future role in family and nation building.

**The 9th Five-Year Plan (1997-2002) :** Free education for girls up to the college level was one of the major targets in this Plan. Incentives were promised through various schemes under the aegis of the Ministry of Human Resources Development (MHRD), New Delhi, for human and social development by eradicating gender disparity and removing regional imbalances in access to education. The *Sarva Shiksha Abhiyan* (SSA-2001) was launched to universalize and improve the quality of elementary education through decentralized process of implementation on a mission mode. The specific programmes like National Programme for Education of Girls at Elementary level (NPEGEL) focused exclusively on women education especially in the backward districts of the country.

**The 10th Five-Year Plan (2002-2007) :** A number of schemes were formulated to achieve 'Education for All' as a 'Fundamental Right' of the citizens. The thrust areas were again given on minimization of literacy gap- between male and female, rural and urban, and general and other castes of the people. Special incentives were undertaken through various programmes to provide quality education to the girl students. Facilities were envisaged for providing them access to higher education, training and job opportunities.

**The 11th Five-Year Plan (2007-2012):** Some of the issues pertaining to education and empowerment women reviewed in this Plan period are- existence of gaps in enrolment of girl students in elementary as well as higher education systems; the literacy gap between male and female, and rural and urban; absence of adequate facilities for pre-school services for working mothers.

## STATUS OF EDUCATION AND EMPOWERMENT OF WOMEN IN INDIA

In spite of all the above-mentioned efforts, there still remain many crucial challenges for the governments and the society at large to minimize the gender related disparity against the girls and women of India. The following table summarizes some of the shortcomings of the country's development, especially related to gender deprivation.

| Period | Gross primary enrolment (in %) | | Literacy (in %) | | Gender Ratio (Female/1000 Male) | Average work participation rate (in %) | |
|---|---|---|---|---|---|---|---|
| | Total | Ratio of Female to male | Total | Difference between male and female | | Male | Female |
| 1950-51 | 43 | 41 | 18.33 | 18.3 | 946 | - | - |
| 1960-61 | 62 | 50 | 28.30 | 25.05 | 941 | - | - |
| 1970-71 | 79 | 63 | 34.45 | 23.99 | 930 | - | - |
| 1980-81 | 81 | 67 | 43.57 | 26.62 | 934 | 38.8 | 30.0 |
| 1990-91 | 100 | 75 | 52.21 | 24.84 | 927 | 40.1 | 30.2 |
| 1999-2000/ 2001 | 95# | 82 | 65.38 | 21.69 | 933 | 41.7 | 32.3 |

*Source : Census of India and MHRD, Govt. of India*

# Note : As per the National Sample Survey (NSS: 1999-2000) the figure was worked out to be 78 percent in the age group of 6-11 years. The highest disparity in primary enrolment rate was found in Bihar, Uttar Pradesh and Rajasthan.

The *gross enrollment ratio* for girls were always lower than that of the boys since the inception of the Five-Year Plans, resulting in low literacy among women. The overall *literacy* (i.e. ability to read, understand and write in any language by a person of more than seven years age) in 2001 was 65.38 percent, a considerable success indeed, as it was only 18.33 in 1951. But the current literacy gap between male (75.85 percent) and female (54.16 percent) is higher (21.69 percent) than that of 1951 (18.3 percent). There should be tremendous effort to remove this gap.

The *gender ratio* expressed as the number of females per thousand males had always remained unfavourable to women. Since 1901 it continuously declined from 972 to 930 in 1971, the latest being 933 (per '000 of male population) in 2001. In spite of increase in literacy, significant improvement in gender ratio has not been achieved, most probably due to gender preference in most of the traditional Indian social-systems. According to Adhikari and Kumar (2006), 'Sons are a major obsession throughout India particularly in Haryana, Tamil Nadu, Gujarat, Rajasthan, Maharastra and Punjab. The Green Revolution, industrial development and rising level of education, in most of these 'developed' states, however, have not helped to raise the status of women significantly'.

2.4 million *under-five* (infant and child) *mortality* occurs every year in India, which is about 22.2 percent of the world total. Under-five mortality per thousand live births ranges from a minimum of 18.9 in Kerala to a maximum of 137.6 in Madhya Pradesh, with a national average of 94.9. Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh (the so called *BIMARU* states) account for more than 60 percent of under-five deaths (*National Family Health Survey, NFHS-2: 1998-99*). It has been found that under-five mortality is very much associated with socio-economic standard of population, e.g. it is inversely related to mother's level of education (Mishra, 2005). There exists almost a similar pattern of maternal mortality rates among the various states of the country.

In 2007, India became the country to have the highest number of *HIV-positive people*, with an estimated 5.7 million cases, of which one third are in the age-group of 15-29. India has the largest share of sexually abused children in the world, and in the country about 11 million unwanted pregnancies are terminated annually of which half of the women are unmarried adolescents (Reddy, 2009). According to the National Bureau of Crime Records (NBCR), New Delhi, there could be at least one incident of atrocity against women in India occurring in every minute.

The *work participation rate* is still low among women and this is one of the major obstacles in their achieving economic empowerment. On the average, the gender gap in work participation rate is about 9 percent (Census of India, 2001), and the gap is more in urban areas than in rural areas. In politics too, participation in voting as well as being elected in the statutory bodies, women are only meagerly represented. Up to seventh Lok Sabha the number of women parliamentarian did not cross 30 out of a total of 545 members, and in the following Lok Sabhas the number averaged around 40. In the Gram Panchayats women members constituted about 26.6 percent in 2001, while in the State Legislatures the average numbers is still below 10. 'The miniscule representative of women in the political institutions is often attributed to lack of education and awareness and women's distaste for politics' (Raju, 2006: P-90). The women candidates are said to be quite vulnerable, especially at the grass-root level, in the contemporary political culture and environment existing in the country.

## CONCLUSIONS

India's progress in almost every sphere of world affairs has remained quite impressive during the last few decades. The country has achieved a lot in social, economic and political developments; but the basic goal of control in its growing population has not become successful. Owing to food security and health care facilities mortality rate has gone down significantly, but the rate of birth is still quite high. India is still far behind other countries in regard to its human resource development, reduction in gender deprivation and poverty alleviation. The gender deprivation conspicuously exists in the form of illiteracy, disproportionate gender-ratio, and low work participation among women.

The NPP- 2000 is quite comprehensive and highly optimistic to bridge these gaps and to eradicate the discriminations through education, economic and social development, and empowerment of women, which are definitely positive steps to meet the unmet demands of population planning in India. The policy has rightly incorporated the recommendations on population education of the NPE-1986, the effectiveness of which is expected to come out through the next census.

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# FAMILY : SOCIO-CULTURAL FACTORS AND QUALITY OF LIFE

***Dr. Tuhin Kumar Samanta***

India is one of the developing countries of the world.

Characteristics of the developing countries are as follows :-

i) Heavy dependence on agriculture

ii) Low literacy level

iii) High rate of unemployment

iv) Unutilised or under developed natural and human resources

v) Unwillingness to break with tradition

vi) High birth rate.

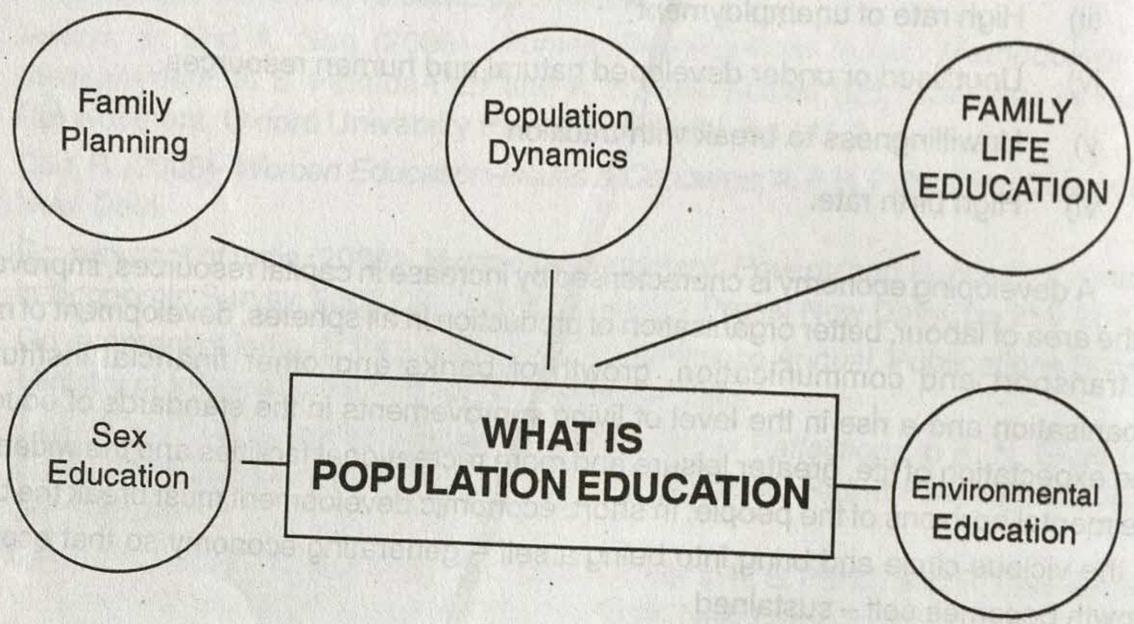
A developing economy is characterised by increase in capital resources, improvement in the area of labour, better organisation of production in all spheres, development of means of transport and communication, growth of banks and other financial institutions, urbanisation and a rise in the level of living improvements in the standards of education and expectation of life, greater leisure and more recreational facilities and the widening of the mental horizons of the people. In short, economic development must break the barrier or the vicious circle and bring into being a self – generating economy so that economic growth becomes self – sustained

Quality of life depends on following factors :-

| Economic Factors | Basic human needs | Socio-cultural Factors |
|---|---|---|
| Agriculture Industry<br>Commerce | Food<br>Water<br>Shelter<br>Fuel | Education<br>Social welfare<br>Law<br>Electricity<br>Transport<br>Communication<br>Environmental safety<br>Health facilities |

The goal of population education is to create awareness among the people about processes and consequences of population change on the quality of life so that they may be in a position to make informed and rational alternative choices keeping the developmental goals in view.

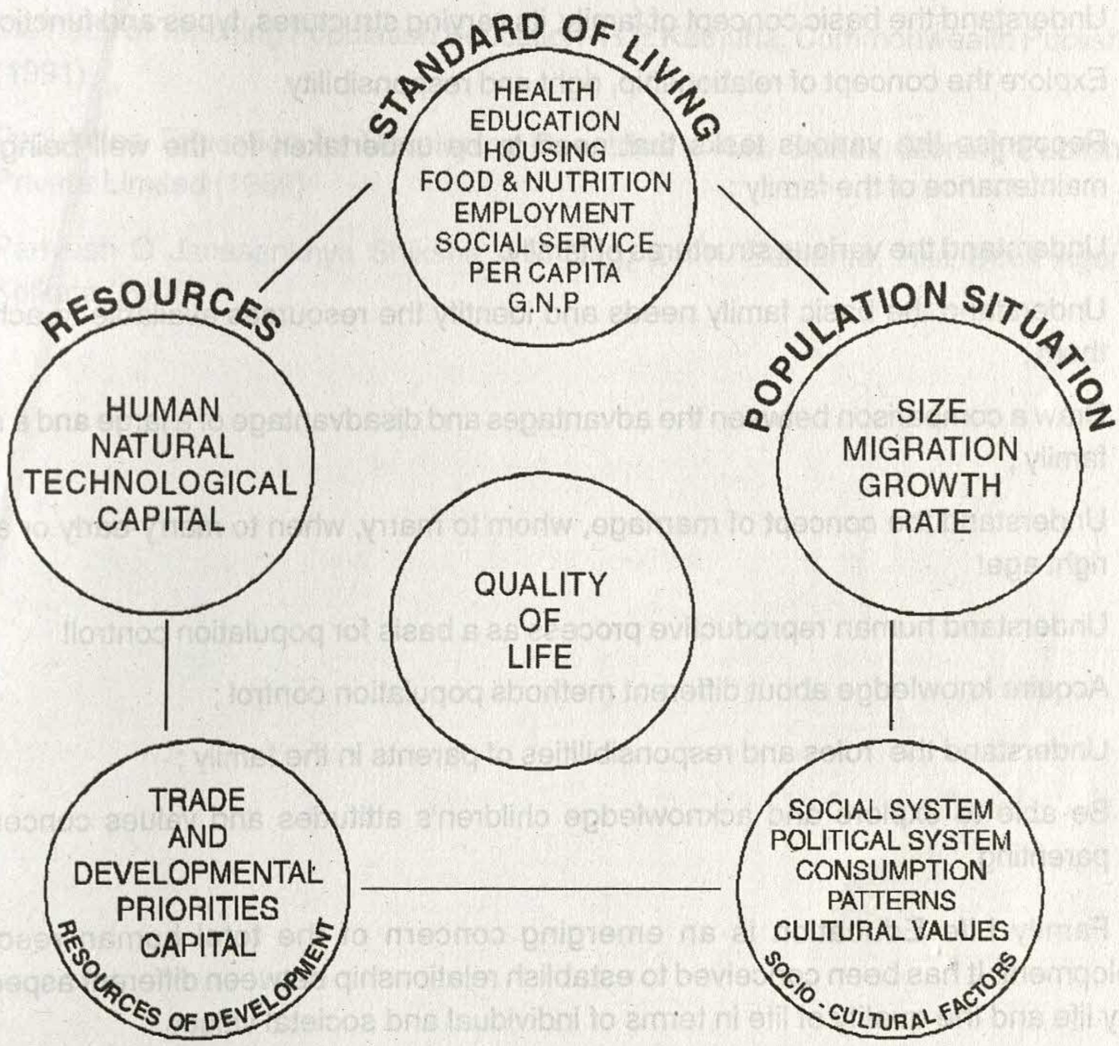
Population Education is identified as "an educational programme which provides for a study of the population situation in the family, country, nation and world with the purpose of development in the students' rational and responsible attitude and behavior towards that situation"




An educational programme to develop in the learners –

- Understanding of interrelationships between Population and quality of life.
- Responsible attitude and behaviors towards Population issues.
- Skill in making rational decisions about Population related matters.

Figure illustrates the inter-relationship among various factors which affect quality of life. Population education helps to understand the interrelationships of population factors in context to the efforts for total development.




Population is not only a problem of poor non-industrialized countries. The consumption –based life style of the people in the industrialized countries have equally contributed to the problem of resource depletion, environmental deterioration and poverty. The population education programme should, therefore, be presented in a global framework but with a regional, national and local relevance.

While the improvement of the quality of life is universally accepted as a desirable norm, this concept itself has different connotations which are linked with particular value – systems. The relationship between population change, family size and the quality of life of country should, therefore, be seen in terms of individual and societal values.

**Objectives**

After going through this discussion we may conclude the following objectives regarding family; cultural factors and quality of lives are notable.

1. Understand the basic concept of family, its varying structures, types and functions
2. Explore the concept of relationship, right and responsibility.
3. Recognise the various tasks that need to be undertaken for the well being and maintenance of the family ;
4. Understand the various structures of family.
5. Understand the basic family needs and identify the resources available to achieve them ;
6. Draw a comparison between the advantages and disadvantage of a large and a small family ;
7. Understand the concept of marriage, whom to marry, when to marry-early or at the right age!
8. Understand human reproductive process as a basis for population control!
9. Acquire knowledge about different methods population control ;
10. Understand the roles and responsibilities of parents in the family ;
11. Be able to explore and acknowledge children's attitudes and values concerning parenting.

Family Life Education is an emerging concern of the total human resource development. It has been conceived to establish relationship between different aspects of family life and the quality of life in terms of individual and societal values.

It is rather an educational process essentially meant to develop among the younger generation a sound knowledge, desirable attitude, values and behavior towards family life which will provide opportunities to everyone in the family to become a responsible family member, more productive and a useful citizen. Among other goals of family life education are development of responsible attitude towards marriage, child rearing, family membership and civic roles. Understanding the process of reproduction in living beings and developing a wholesome attitude towards human sexuality as a basic factor throughout life, preparing suitable foundation for responsible parenthood and encouraging communication between parents and their children.

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## Distribution of Tribal population in West Bengal and Their Socio-Economic Disparities With Non-Tribe Population

***Dr. Kuntal Kanti Chattoraj***

**Introduction :**

Every body knows that the tribal classes lag behind in social, economic and political status not only in our country but also every where in the world. The people who lose their homes in course of the advancement of civilization are also mostly tribes. In India the plight of the tribes is multiplied due to the long history of tribes both pre and post independence period also. Recently it has seen different extremist political activities are organized by different tribal groups. Most of the social scientists and general people also believe that the exploitation of tribes and underdevelopment in the tribal areas are the major causes of extremist movement and terrorism. North-Eastern states and forested areas of central and eastern India where the tribes are predominantly found such extremist activities create serious law and order problem day by day. Maoist activists increased their strength so many times during the last decade in the Central, South-central and Eastern Indian States. West Bengal is not the case of exception. So, in this paper effort has been given to justify the existence of the tribal population in different parts of West Bengal and how far they are backward in comparison with the non tribal population.

The paper is divided into two segments. The first section deals with the distribution and concentration of tribal population in West Bengal. The second section focuses on the comparative study between tribal and non tribal population taking some social and economic parameters into consideration. Literacy and education, work participation and occupation, housing condition, different household amenities like drinking water facilities, bathroom, latrine, waste water drainage facilities and lighting facilities and above all, general economy are considered and finally the study ends with a conclusion identifying and interpreting briefly the major problems relating to tribal development alongwith some proposals.

## Section – I

In 2001 Census report 4406794 persons were identified as tribal population out of the total population of 801,761,97 in the state of West Bengal comprising 5.5% of the state population. There are thirty eight notified Scheduled tribes in the state. Scheduled Tribes are mainly rural dwellers, 93.9% residing in rural Bengal. The Santals alone represent more than half (51.8%) of the state tribal population followed by Oraon (14%), Munda (7.8), Bhumij (7.6), Kora (3.2), and Lodha, Mahali, Bhatia, Bedia, Savar groups individually share more than one percent of the tribal population in West Bengal. The rest of the Scheduled Tribes are very small in their population size. Asur, Bagia, Birhor, Birjia, Chakma, Chero, Chik baraik, Garo, Gond, Gorait, Hajang, Ho, Karmali, Kharwar, Khond, Kisan, Kora, Korwa, Lapcha, Lohara, Mahi, Mal Paharia, Mech, Mru, Nagesia, Paharia, Rabha, Sauria Paharia, are in this group.

### Table – 1

**Distribution of S.T Population According to Major Tribal Groups in West Bengal - 2001**

| Name of Scheduled Tribe (S.T) Groups | Population | Percentage to total S.T Population |
|---|---|---|
| Santals | 2280540 | 51.8 |
| Oraon | 617138 | 14.0 |
| Munda | 341542 | 7.8 |
| Bhumij | 336436 | 7.6 |
| Kora | 142789 | 3.2 |
| Lodha | 84966 | 1.9 |
| Mahali | 76102 | 1.7 |
| Bhutia | 60091 | 1.4 |
| Bedia | 55979 | 1.3 |
| Savar | 43599 | 1.0 |
| Others | 367612 | 8.3 |

*Source : Census of West Bengal.- 2001.*

Tribal population of the West Bengal is concentrated in few regions only. Two main concentration areas are important. One is in the Himalayan and its foot hill region, another is in the western plateau and contiguous Rarh region. More than half of the tribal population live in four districts of the state namely Medinapur, Jalpaiguri, Purulia, Barddhaman. Bankura, Maldah, Dakshin Dinajpur also have sizeable Scheduled Tribe population.

Table–2, will be helpful to understand the spatial pattern of distribution of tribal population in West Bengal.

**Table – 2**

**Distribution of S.T. population in Different Districts of West Bengal - 2001**

| Sl. No. | Name of the District | S.T Population | % Of total S.T Population | % Of Total Population |
|---|---|---|---|---|
| 1 | Darjeeling | 204167 | 4.63 | 12.69 |
| 2 | Jalpaiguri | 641688 | 14.56 | 18.87 |
| 3 | Koch Bihar | 14246 | 0.32 | 0.57 |
| 4 | Utter Dinajpur | 124865 | 2.83 | 5.11 |
| 5 | Dakshin Dinajpur | 242317 | 5.50 | 16.12 |
| 6 | Maldah | 227047 | 5.15 | 6.90 |
| 7 | Murshidabad | 75953 | 1.72 | 1.29 |
| 8 | Nadia | 113891 | 2.58 | 2.47 |
| 9 | Birbhum | 203127 | 4.61 | 6.74 |
| 10 | Barddhaman | 441832 | 10.02 | 6.41 |
| 11 | Bankura | 330783 | 7.51 | 10.36 |
| 12 | Purulia | 463452 | 10.52 | 18.27 |
| 13 | Medinapur (east & west) | 798684 | 18.12 | 8.31 |
| 14 | Hugli | 212062 | 4.81 | 4.21 |
| 15 | Haora | 19168 | 0.43 | 0.31 |
| 16 | Kolkata | 9810 | 0.22 | 0.21 |
| 17 | North 24 Paraganas | 198936 | 4.51 | 2.23 |
| 18 | South 24 Paraganas | 84766 | 1.92 | 1.23 |

*Source : Census of West Bengal-2001.*

## Section - II

In this section a comparative study has been done between tribe and non tribe population in West Bengal. Some popular and universally accepted parameters are chosen for the study of disparities of development between tribe and non tribe population.

**Literacy and Education :**

43.4% S.T population in this state were found to be literate in 2001 census. This percentage is lower than the national average (47.10%). Where as, the non tribal literacy rate of the state is 70.86% which is 23.76 % higher than the tribal literacy rate. The male literacy for tribes is 57.4% and female literacy is 29%. On the otherhand the non tribal literacy rate for male and female are 79.30% and 62.56% respectively. Poverty causes low literacy among the tribes. Most of the tribal children are found in the agricultural field as agricultural labour or household worker. Though 12.85% child labour (below 15 years age) was reported in 2001 Census the actual figure of child labour is much higher. Only 8.4% tribes cross the level of class-X education level.

**Table – 3**

**Literacy Rate Among Scheduled Tribe And Non Tribe Population. – 2001.**

| | Total Literacy | Male Literacy | Female Literacy |
|---|---|---|---|
| Scheduled Tribe | 43.40 | 57.40 | 29.00 |
| Non Scheduled Tribe | 70.86 | 79.30 | 62.56 |

*Source : Census of West Bengal. – 2001.*

Small age group wise distribution of both tribe and non tribe population and their educational level in those corresponding age groups clearly represent the difference of educational level among these two population groups.(Table 4) From table 4 some important findings come out. Such as, in the lower ages (7, 8, 9 years) a sizeable proportion of tribal children are not enrolled at all in any kind of centers meant for child education. Only few tribes continue education till higher level. This percentage is always less than one. Most of the tribes finish their education within middle school level. Successive age groups and level of education figures also reflect the incidence of dropout. Maximum tribal learners leave school within their short period of 7/8 years of schooling. Enrolment of non tribal children in lower primary and primary level is much better than tribes and proportion of population in higher education is also far better than tribes but not up to the desired level. Dropout of students among non tribes is also a significant cause of lower percentage of population in higher education.

## Table – 4

### Level of Education And Age Group of Tribe And Non Tribe Population of West Bengal. – 2001

**(Percentage Figures)**

| Sl. No. | Age Group | Below Primary | | Primary | | Middle | | Matric, Secondary | | Higher Secondary | | Technical Diploma | | Graduate & Above | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Casts | | S.T | N.S.T | S.T | N.S.T | S.T | N.S.T | S.T | N.S.T | S.T | N.S.T | S.T | N.S.T | S.T | N.S.T |
| 1 | 7 | 49.88 | 63.93 | | | | | | | | | | | | |
| 2 | 8 | 57.10 | 73.21 | | | | | | | | | | | | |
| 3 | 9 | 64.25 | 78.52 | 2.29 | 3.45 | | | | | | | | | | |
| 4 | 10-14 | 40.05 | 41.17 | 23.62 | 35.96 | 3.11 | 6.74 | | | | | | | | |
| 5 | 15.19 | 18.38 | 16.07 | 19.65 | 23.80 | 14.20 | 49.96 | 5.10 | 14.36 | 0.42 | 3.91 | | 0.02 | | |
| 6 | 20-24 | 16.63 | 16.26 | 12.64 | 18.49 | 9.60 | 15.37 | 4.48 | 10.55 | 2.34 | 8.63 | 0.04 | 0.17 | 0.98 | 6.20 |
| 7 | 25-29 | 15.82 | 16.85 | 10.11 | 16.62 | 8.83 | 14.91 | 3.65 | 9.49 | 1.17 | 4.28 | 0.36 | 0.16 | 1.32 | 8.60 |
| 8 | 30.34 | 14.94 | 17.23 | 7.33 | 14.34 | 7.40 | 14.06 | 3.01 | 9.10 | 0.91 | 4.06 | 0.04 | 0.17 | 1.17 | 8.28 |
| 9 | 35.39 | 15.16 | 18.87 | 6.00 | 13.34 | 5.97 | 13.66 | 2.39 | 8.33 | 0.67 | 3.66 | 0.03 | 0.19 | 0.89 | 5.88 |
| 10 | 40.44 | 14.82 | 17.87 | 5.35 | 12.52 | 5.20 | 13.09 | 2.25 | 8.30 | 0.72 | 4.72 | 0.03 | 0.42 | 0.75 | 7.68 |
| 11 | 45-49 | 14.72 | 17.91 | 5.24 | 12.20 | 4.76 | 12.21 | 2.07 | 7.59 | 0.78 | 5.10 | 0.03 | 0.23 | 0.64 | 8.32 |
| 12 | 50-54 | 13.25 | 17.88 | 4.50 | 11.23 | 3.79 | 10.84 | 1.78 | 7.43 | 0.59 | 3.96 | 0.39 | 0.36 | 0.65 | 8.94 |
| 13 | 54.59 | 13.22 | 19.36 | 4.33 | 11.38 | 3.25 | 10.31 | 1.45 | 7.37 | 0.32 | 2.87 | 0.03 | 0.38 | 0.46 | 7.08 |
| 14 | All | 19.22 | 21.63 | 8.77 | 14.61 | 5.11 | 10.33 | 1.94 | 6.30 | 0.60 | 2.98 | 0.19 | 0.13 | 0.47 | 4.18 |

*Source : Census of West Bengal. – 2010*

NOTE : S. T = Scheduled Tribe and N.S.T. = Non Scheduled Tribes

**Work participation and Occupation :** Work participation rate is very high among the tribes. 48.8% scheduled tribe population are classified as worker in 2001 census. But such high work participation is not the indication of developed society in case of tribes. Due to economic compulsion every member of the family is forced to enter in wage earning activities irrespective of male or female, young or old in their society. In such a less developed economy education has little functional utility. Here a person has to start the work as soon as the family exigencies demand his/her participation. Male and female work participation rate are 53.8 and 43.7 percent respectively. Due to less educational attainment less diversification is observed in the tribal occupation. 66.8 % worker is found in the field of agriculture as agricultural labour (45.7%) and cultivator (23.1%).

In the non tribal society 32.19% population are enumerated as worker in 2001, which is far below the tribal society. Among these workers male and female work participation rates are 51.30% and 15.62%. In this society a considerable proportion of young aged population up to 20/22 years are generally engaged in acquiring education and training because, in sectors other than agricultural field some special skill is necessary for entry in the work field. Due to low economic burden aged workers also less abundant in this society. Female participation is low due to taboos towards female work participation, lack of female working environment, lack of higher education and over all better economy of the family etc. Diversified non tribal economy shows less dependence in agricultural sector. 41.90% workers are found in the field of agriculture, among them 20.96% is agricultural labour and 23.50% is cultivator.

An interesting observation is marked in relation to social development and work participation rate. In the primitive society like tribal society work participation rate is always high due to poverty, less education in economy which is predominantly agricultural. In the progressing society in developing economy work participation rate is considerably low because gradually changing economy from agricultural to industrial can not create job opportunity as per requirement and educational attainment delays their entry in the working field. Finally, in developed society with industrial economy high work participation is also observed due to sufficient job opportunity and high female participation. So it makes a 'V' shaped carve of work participation with the advancement of society.

To assess the economic transformation of tribes Hugli district is chosen as a sample area because this district has a dual economy - industrial economy in the east and agriculture based in the rest of the district and here socio-economic transformation takes place rapidly and 4.21% of district's population belongs to Scheduled Tribe. Work participation data and occupation data from 1981 to 2001 show that tribes are not much benefited by this economic transformation compared to those non tribe populations. Only 6.74% scheduled tribe workers were in non agricultural occupation in 1981 and during next thirty years 8.33% workers have increased in this sector. In this initial stage of transformation the rate of change is minimum compared to non tribes. (Table-5). Not only that, Census data shows that most of the tribes are engaged in quality jobs like industrial, constructional labour in non agricultural field. In this developed district disparities of development also exist with a high magnitude.

## Table – 5

### Changing Proportion of Worker in Agricultural and Non Agricultural Occupation

### From 1981 to 2001 in Hugli District.

| Year | SCHEDULED TRIBE POPULATION | | | NON – TRIBE POPULATION | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | SCHEDULED CASTE | | | GENERAL CASTE | | |
| | Worker | Agriculture | Non Agriculture | Worker | Agriculture | Non Agriculture | Worker | Agriculture | Non Agriculture |
| 1981 | 53.04 | 93.26 | 6.74 | 31.58 | 76.64 | 23.36 | 26.47 | 38.91 | 61.09 |
| 1991 | 50.62 | 90.80 | 9.20 | 32.49 | 71.06 | 28.94 | 28.79 | 34.63 | 65.37 |
| 2001 | 52.69 | 84.93 | 15.07 | 2923 | 55.28 | 44.72 | 29.98 | 25.35 | 74.65 |

*Source : District census hand book. 1981, 1991, 2001.*

**Housing condition :** House is a basic need of a person and the economic condition of a family is indirectly reflected by housing condition. Housing condition of the tribes in West Bengal is said to be worse. Average size of the household of tribes is 4.29 persons and 10.40% household live in dilapidated house, 58.19% live in just livable houses and only 31.41% live in good houses. Among these household 81.37% live in non concrete walled houses and only 5.5% are found in concrete roof houses. Tribal people are habituated with scarcity of space, lack of sanitation and dwelling amenities in their home. 64.44% households live in a single room houses.

Housing conditions of non tribes are much better than tribes though a large percentage (23.02) of scheduled caste population is included in this group. From the following tables a comparative picture would be drawn out between tribes and non tribes.

## Table – 6

### Distribution of Households (In Percent) Marked by Condition of Houses Occupied byTribe (Year – 2001)

| | Dilapidated | Livable | Good |
|---|---|---|---|
| Scheduled Tribe | 10.40 | 58.19 | 31.41 |
| Non Scheduled Tribe | 8.54 | 48.26 | 43.20 |

*Source : Census of West Bengal. – 2001.*

## Table – 7

### Distribution of Households (In Percent) by Number of Dwelling room. Year-2001.

| | One Room | Two Rooms | Three Rooms | Four Rooms | Above Four |
|---|---|---|---|---|---|
| Scheduled Tribe | 64.44 | 27.14 | 6.27 | 1.51 | 1.37 |
| Non Scheduled Tribe | 42.09 | 31.8 | 11.09 | 7.63 | 4.13 |

*Source : Census of West Bengal. – 2001.*

## Table – 8

### Distribution of Households (In Percent) Living in Houses by Predominant Material of Roof. Year - 2001.

| | Grass, Thatch Bamboo Wood etc. | Tiles & Slate | Metal Sheets & Asbestos | Concrete | Stone, Brick Others |
|---|---|---|---|---|---|
| Scheduled Tribe | 42.38 | 27.28 | 22.80 | 5.55 | 1.99 |
| Non Scheduled Tribe | 20.16 | 35.39 | 19.76 | 21.93 | 2.76 |

*Source : Census of West Bengal. – 2001.*

## Table - 9

**Distribution of Households (In Percent) Living in Houses by Predominant Material of Wall. Year - 2001.**

| | Concrete & Brick Materials | Non concrete and Non Brick Materials |
|---|---|---|
| Scheduled Tribe | 18.68 | 81.37 |
| Non Scheduled Tribe | 40.97 | 59.03 |

*Source : Census of West Bengal. – 2001.*

**Availability of Amenities :** In this portion discussion will be on some basic amenities of households, like drinking water facility, lighting facility, bathroom, latrine facility and water outlet drainage facility. These amenities not only reflect the condition of dwelling environment but also the question of health and hygiene closely related with these household amenities.

**Drinking Water Facility :** Drinking water facilities in the tribal areas of West Bengal are not as good as non tribal areas. In the western region water scarcity during summer is a general phenomenon. As a whole only 13.51% tribe household avail drinking water within their premises and 29.71% household depend on ponds, lakes, rivers and springs. In most cases water from these sources is not drinkable. This is a really miserable condition in tribal Bengal. In case of non tribes 33.41% households have the source of drinking water within premises, 48.97% near premises and 17.62% households bring water from away from their home. By comparing to non tribal household drinking water facility (table-10) with that of tribal facility it may be concluded that the condition is much better than tribes but not developed desired level. Only the sources are better in respect of hygiene.

## Table – 10

**Distribution of Households (In Percent) by Sources of Drinking Water. - 2001.**

| | Within Premises | Near Premises | Away |
|---|---|---|---|
| Scheduled Tribe | 13.51 | 63.51 | 22.98 |
| Non Scheduled Tribe | 33.41 | 48.97 | 17.62 |

*Source : Census of West Bengal. – 2001.*

**Bath Room, Latrine and Waste Water Drainage Facilities :** Bath room and latrine facility have prime necessity to avoid infection of many diseases. These facilities are nearly absent in tribal society. 7.86% tribe households enjoy bathroom facility, 18.40% have latrine and 2.86% have drainage connectivity for waste water outlet. Nearly all latrines (98.68%) are primitive pit latrine. On the other hand more than half household of non tribes enjoy latrine facility and one fourth households enjoy bath room facilities. (table-11)

**Table – 11**

**Distribution of Households ( In Percent) by Availability of Bath Room, latrine and Drainage Connectivity for Waste Water Outlets. - 2001.**

| | Household Having bath Room Facilities | Household Having Latrine Facilities | Household Having Closed Drainage Facilities |
|---|---|---|---|
| Scheduled Tribe | 7.86 | 18.40 | 2.86 |
| Non Scheduled Tribe | 24.71 | 50.48 | 17.62 |

*Source : Census of West Bengal. – 2001.*

**Lighting Facility :** Like all other amenities and facilities, lighting amenities also are very poor among the tribal societies. Only 19.01% tribe households enjoy lighting from electricity and most of the remaining households (80.34%) get light from kerosene lamp. The Government encouraged solar electrification during the last two decades but only 0.32% tribal houses avail these facilities. Comparatively the scenario is better among non tribal households. 38.73% non tribe households get light from electricity, 60.62% from kerosene and other oil, 31 from solar energy. Tribal and non tribal comparison is summarized in the following table (Table-12).

**Table – 12**

**Distribution of Households (In Percent) by Sources of Lighting. - 2001.**

| | Electricity | Kerosene & Other Oil | Solar Energy | Other | No. Lighting |
|---|---|---|---|---|---|
| Scheduled Tribe | 19.01 | 80.34 | 0.32 | 0.15 | 0.17 |
| Non Scheduled Tribe | 38.73 | 60.62 | 0.31 | 0.30 | 0.05 |

*Source : Census of West Bengal. – 2001.*

**Economy :** Tribal economy mostly depends on primary sectors. In north Bengal region tribes are predominately found as tea garden labours. In the Western region tribes are agriculturist and forest product collectors and in the rest of the districts tribes are generally found in agricultural fields. Except agriculture, forests and forest products play an important role in the viability and survival of tribal households in West Bengal because of the importance of forests in their social, cultural and economic survival. A considerable proportion of tribal population is engaged to collect Mahua flowers *(Madhuca indica)* Kendu leaves *(Diospyros melanoxylon)* used in making indigenous cigarettes (or bidi), Sal leves *(Shorea robusta)*, mushrooms, tamarind *(Tamarindus indica)*, wild brooms, fire wood etc. Collection of forests products has an important role not only in meeting the subsistence needs but also in poverty alleviation of tribals (FAO, 1995). But all these forest products are generally sold at low price at the local market or to the middle man.

Due to non availability of reliable income data, proportion of BPL (below poverty line) households and assets in the households data are considered for comparative study of tribal and non tribal economic standard.

Proportion of BPL households in the state of West Bengal was 27% in the year 2000. In the same year 42.40% tribal households were below poverty line. According to 2001 census data 11.58% households have television, 1.94% have telephone, 1.95% have two-wheel vehicle, 0.87% have three or four-wheels vehicle but 27.60% non tribal households has television, 7.03% have telephone, 5.24% has two wheeler vehicles, 1.96% have three or four wheeler vehicles. This type of Census data generally suffer from under reporting and occurrence of conscious under reporting is maximum in the developed society for the fear of different tax hazards.

**Table – 13**

**Percentage of Households Having the Specified Assets and Proportion of Households below Poverty Line. - 2001.**

| | Television | Telephone | Two wheelers Vehicle | Three & Four Wheels Vehicle | % of BPL Households |
|---|---|---|---|---|---|
| Scheduled Tribe | 11.58 | 1.94 | 1.95 | 0.87 | 42.40 |
| Non Scheduled Tribe | 27.60 | 7.03 | 5.24 | 1.96 | 27.0 |

*Source : Census of West Bengal – 2001.*

**Conclusion :** Generally the tribes are backward population but the degree of backwardness in West Bengal is measured in this paper which helps to understand the disparities of development between tribes and other than tribal population particularly in this state. Every body knows the sorrowful history of tribal displacement from their land for the sake of development in the most parts of India. Big river valley projects, mining, construction of new factory or emergence of new tourist spots dislocate a large number of tribes from their home. Even today tribes are not free from exploitation by forest contractors and money lenders in various forms. Our constitution adopted different articles and sections for the protection of tribal property and culture. B. R. Ambedkar, while presenting the constitution in 1949, hoped that it would be the beginning of social transformation because it had ensured political democracy but economic and social democracy had to follow. To achieve it the country had to combine social with economic growth. For the achievement of the goal different five year plans formulate special policy and fund allocation for the upliftment of tribal life since 1951. Despite all the efforts Indian tribes are still far away from the main stream people. West Bengal is not an exception to this undesirable scenario.

I think two major problems are inherent within tribal planning. One is the perception of the tribes in regard to resource utilization and mobilization. Second one is related to physiographical condition of the tribal habitat. For example, in West Bengal tribes are predominantly found in hilly and plateau tracts, where agricultural development is arrested by nature. So education has the prime importance to change the pattern of resource utilization. To build up non agrarian economy educational development is the ultimate precondition. Free schooling and 7.5% reservation in institutional admission and in public service for the tribes are given by the Government but these have not changed the situation of a majority of them because access in these facilities requires a social infrastructure of education and financial autonomy. But it does not exist. No effort is made to create the social infrastructure required for them to gain access to schools or to remain in them when they enter. Thus, only a small minority has got its benefits. That can turn reservations into a vested interest of the elite and a political tool of the ruling parties. Lot of empowering projects are running in the state for tribal development but feed back is very poor due to lack of continuous effort of follow up services. But when any body is working in this field he/she has a basic honesty to the work because, unlike other planning in tribal planning intensity of people's participation differ from civilized society and tribes are less aware about social complexity, economic interaction and even they know little about planning-project structure which is operating for them.

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# আর্থ-সামাজিক উপাদানসমূহ ও জীবনমান

কৃষ্ণকলি ঘোষ

আদিম যুগে মূলতঃ খাদ্য সংগ্রহকে কেন্দ্র করে আদিম মানুষদের মধ্যে যুদ্ধ হত। এই ভাবে দখল করা অঞ্চলকে কেন্দ্র করে তারা ভিন্ন ভিন্ন গোষ্ঠিতে বিভক্ত হয়। গোষ্ঠিগুলি পরিচালিত হত গোষ্ঠির মধ্যে যে সবথেকে বেশী প্রভাবশালী তার দ্বারা। অর্থাৎ ব্যক্তিকেন্দ্রিক গোষ্ঠির উৎপত্তি হল। গোষ্ঠির লোকেরা তাদের নিজ নিজ এলাকায় একটি পরিবারের মত বসবাস করত। কিন্তু গোষ্ঠির প্রধানের অবস্থান চিহ্নিত করার ফলে তৈরী হয় প্রধানের আলাদা পরিবার। এই ভাবে একটি গোষ্ঠির মধ্যে টুকরো টুকরো পরিবারের উৎপত্তি হয়। অধিকাংশ পরিবার গঠিত হয় পুরুষকেন্দ্রিক। তখন তারা শিকার,খাওয়া দাওয়া, আনন্দ সব একসঙ্গে করত।

পরবর্তীকালে ঠিক এই ভাবে গঠিত হয় একান্নবর্তী পরিবার। কিন্তু আর্থ-সামাজিক কারণে এবং ক্রমবর্ধমান ব্যক্তিগত ভোগবিলাসের চাহিদা মানুষকে ক্রমশঃ আত্মকেন্দ্রিক ও স্বার্থপর করে তোলার ফলে একান্নবর্তী পরিবারগুলিতে ভাঙন শুরু হয়। জন্ম নেয় ছোটো পরিবার। সাধারণত এই পরিবারগুলি বাবা, মা ও দুটি বা তিনটি সন্তানকে নিয়েই গড়ে ওঠে। ফলে প্রথম প্রয়োজন হয় বাসস্থানের।

এই বাসস্থানকে কেন্দ্র করে চাহিদা বাড়ে জমির। কিন্তু বাসস্থানের ক্রমবর্ধমান চাহিদা অনুযায়ী জমির অভাব দেখা দেওয়ায় সামান্য জমিতে অনেকগুলি পরিবার থাকার জন্য তৈরী হয় বহুতল বাড়ি। এর ফলে পরিবেশের ভারসাম্য নষ্ট হয়। ছোটো পরিবারের সন্তানরা বড় হবার সঙ্গে সঙ্গে তাদের সংসার তৈরী হয়। কিন্তু বহুতল বাড়ির পরিবার পিছু নির্ধারিত জায়গা বাড়ান সম্ভব না হবার ফলে পরিবারের সন্তানরা আলাদা বাসস্থান তৈরী করে এবং ছোটো পরিবার ভেঙে একক পরিবারের জন্ম নেয়। এতে সবচেয়ে বেশি ক্ষতি হয় ছোটো পরিবারের মানুষগুলির। এদেরকে একাকিত্বের মানসিকতা ভীষণ ভাবে গ্রাস করে। ফলে বিলীন হয়ে যায় সঙ্ঘবদ্ধ থাকার মানসিকতা। এরা চূড়ান্ত আত্মকেন্দ্রিক ও স্বার্থপর হয়ে যায়। এর ফলে সবথেকে বেশী ক্ষতিগ্রস্ত হয় সমাজ। একান্নবর্তী পরিবার ও একক পরিবারের মধ্যে তাদের ভাল মন্দ বিষয়ে তুলনামূলক আলোচনা করা যাক ঃ—

| একান্নবর্তী পরিবার | একক পরিবার |
|---|---|
| ক) শৈশবকাল থেকে সংঘবদ্ধ থাকার মানসিকতা তৈরী হয়। | ক) শৈশব থেকেই একা থাকার ফলে এরা নিজেকে নিয়ে ভীষণ ব্যস্ত থাকে। ফলে এরা চূড়ান্ত আত্মকেন্দ্রিক হিসাবে বড় হয়। |
| খ) এই ধরনের পরিবারের বয়ঃজ্যেষ্ঠরাই প্রধান হয়। পরিবারের সকলেই তাকে মেনে চলে শিশু বয়স থেকেই। বয়স্কদের সম্মান ও তাদের আদেশকে মেনে চলার প্রবণতা তৈরী হয়। | খ) একক পরিবারে, পারিবারিক সুবিধা অসুবিধাগুলি শুধু কতিপয়ের মধ্যে সীমাবদ্ধ রাখতে হয়। এতে পারিবারিক ভারসাম্য বিঘ্নিত হয়। |
| গ) একান্নবর্তী পরিবারের সদস্যদের যেহেতু নিজের বা ব্যক্তিগত বিষয়টি আলাদা করে ভাবতে হয় না তাই তারা সমাজকে নিয়ে ভাববার অবকাশ পায়। | গ) এরা সমাজের প্রয়োজনে নিজেদের সামিল করতে পারে না। কারণ এরা একান্ত নিজের কথাই ভাবে। |
| ঘ) এই ধরনের পরিবারে সদস্যরা দেশ এবং রাষ্ট্রের স্বার্থে নিজেকে উৎসর্গ করতে পারে। | ঘ) এই ধরনের পরিবার পরবর্তীকালে ভেঙ্গে যায় যা পরবর্তী প্রজন্মকে ভীষণ ভাবে ক্ষতিগ্রস্ত করে। |

সুতরাং সামগ্রিক ভাবে দেখা যাচ্ছে যে সামাজিক দায়বদ্ধতার ক্ষেত্রে এবং শিশুমনের বিকাশের জন্যে সংঘবদ্ধ পরিবারের প্রয়োজন অনেক বেশী। আমাদের সমাজে যার যেমন আয় সে তেমন করে জীবন ধারণ করে। জীবন যাপনের ক্ষেত্রে যেহেতু রাষ্ট্র নির্ধারিত কোনো ঘোষিত জীবন মান নেই তাই মানুষের চাহিদার ওপর রাষ্ট্রেরও কোনো নিয়ন্ত্রণ নেই। ফলে পরিবারের মধ্যে সবচেয়ে বেশী উপার্জনক্ষম ব্যক্তি ভাবতে শুরু করে যে যদি সে তার স্ত্রী পুত্র নিয়ে আলাদা থাকে তবে সে অনেক বেশী সচ্ছল জীবন যাপন করতে পারে। ভোগ লালসার এই ভাবনা থেকেই সংঘবদ্ধ পরিবার বা একান্নবর্তী পরিবারে ভাঙন শুরু হয়। এই ধরনের ভাঙনের ফলে সামাজিক রূপ যে কত ভয়াবহ হয় তা নিম্নরূপঃ-

ক্ষেত্র - (ক) বাবা, মা ও দুটি ছেলে নিয়ে সংসার। বড় ছেলে বিবাহের পর যে কোনো কারণে তার স্ত্রী ও শিশু পুত্র নিয়ে আলাদা হল। তৈরী হল একক পরিবার। তারা ভোগ বিলাসিতার লোভনীয় হাতছানিতে নিজেদের ভাসিয়ে দিল। অপর দিকে বাবা, মা ও অপরিণত ভাইটি বেঁচে থাকার তাগিদে পড়াশুনা বন্ধ করে চাহিদার বাজারে বিকিয়ে গেল।

ক্ষেত্র - (খ) স্বামী-স্ত্রী ও শিশু সন্তান নিয়ে তৈরী একক সংসারে পুত্র বড় হল। চাকুরী নিয়ে বাইরে গেল। পড়ে থাকল বয়স্ক বাবা ও মা। তারা একসময় একাকিত্বের যন্ত্রণায় হারিয়ে গেল।

ক্ষেত্র - (গ) বাবা, মা, একছেলে ও একমেয়ে নিয়ে ছোটো পরিবার। ছেলে বড়। এক সময় সে তার স্ত্রী ও শিশু সন্তান নিয়ে একক পরিবার গড়ল। কন্যাসন্তানটি বড় হয়ে বিবাহ বা চাকুরী জনিত কারণে বাবা, মাকে ছেড়ে বিদেশে চলে গেল। বয়স্ক বাবা, মা ক্রমশঃ অথর্ব হয়ে পড়ে রইল। সন্তানের অবর্তমানে মারা গেল।

এটাই যদি একান্নবর্তী পরিবারে ঘটত তাহলে ওপরে বর্ণিত মর্মান্তিক ঘটনাগুলি ঘটত না। অপরদিকে ঐ একক পরিবারের শিশুরা প্রথম থেকে একা থাকার ফলে ভীষণ পরিমাণে আত্মকেন্দ্রিক হয়ে যায় এবং প্রতিনিয়ত নিজের ভবিষ্যৎকে আধুনিকতার মোড়কে ঢাকতে চায়। এরা সমাজের জন্য কিছু করতে চায় না। 'শিশুরাই দেশের ভবিষ্যৎ' এই কথা বিশ্ব আধুনিকতার চাপে হারিয়ে গেল।

বিশ্বায়নের প্রভাব অনুন্নত দেশগুলির ওপর যে ভাবে বিস্তার লাভ করছে এবং প্রচার মাধ্যমগুলি এমনভাবে প্রতিনিয়ত বর্তমান প্রজন্মকে প্রলুব্ধ করছে যাতে এই প্রজন্ম নিজেদের বাইরে আর কিছুই না ভাববার অবকাশ পায়। রাষ্ট্রের পক্ষে এই বিষয়টি মারাত্মক ভাবে ক্ষতিকারক।

তাহলে দেখা যাচ্ছ যে মূল পরিবার থেকে বিচ্ছিন্ন একক পরিবারের নতুন প্রজন্ম যা পরবর্তীকালে আধুনিকতার চাপে ও নিজের ঝাঁ চকচকে ভবিষ্যৎ গড়ার ইদুঁর দৌড়ে সামিল হতে গিয়ে দেশ ও রাষ্ট্রকে কিছু দিতে পারল না।

আলোচ্য বিষয় হল ভারতের বিশাল মানব সম্পদের সদব্যবহার - যা বিশ্ব আধুনিকতার চাপে সম্ভব নয়। কারণ এই বিশ্বায়ন আসলে ধনতান্ত্রিক বিশ্বায়ন। ইউরোপীয় দেশগুলির অতিরিক্ত পুঁজি দিয়ে গঠিত বিশ্ব ব্যাঙ্ক অনুন্নত দেশগুলিকে সুদসমেত ফেরত যোগ্য ঋণ গ্রহণ করতে বাধ্য করছে। ফলে ঐ দেশগুলির অর্থনৈতিক ভারসাম্য নষ্ট হচ্ছে। বিশ্বায়ন তাড়িত প্রতিযোগীতার চাপে সকলেই আত্মসর্বস্ব ভোগবাদের শিকার হয়ে পড়ছে। অবক্ষয়িত হচ্ছে তাদের সংবেদনশীলতা। ফলে পরস্পরের প্রতি সহমর্মিতার মনোভাব নষ্ট হচ্ছে। বাড়ছে সামাজিক ব্যবধান। যে কোনো উন্নয়নের লক্ষ্য হল স্থায়িত্ব । কিন্তু বর্তমান বিশ্বায়ন তাড়িত উন্নয়ন মানুষের কাছে ভিন্ন বার্তা বহন করছে।

স্বকীয়তা বজায় রেখে দেশীয় অর্থনীতি, সামাজিক পরিকাঠামো ও ভৌগোলিক অবস্থান বিচার করে সামাজিক উন্নয়নের কথা ভাবতে হবে। এ বিষয়ে শিক্ষক শিক্ষিকাদের অনেক বড় ভূমিকা পালন করতে হবে। কারণ -তাঁরাই হলেন মানুষ গড়ার কারিগর। বিশ্বায়নের সুফলগুলিকে সামনে রেখে বর্তমান আর্থ-সামাজিক পরিস্থিতি বিচার করে নতুন প্রজন্মকে শিক্ষিত করে তুলতে হবে, যাতে তারা দেশের প্রয়োজনে কাজে লাগতে পারে। নতুন প্রজন্মকে সঠিক ভাবনা চিন্তা, সঠিক মূল্যবোধে দীক্ষিত করতে পারলে তবেই মানবসম্পদের সঠিক ব্যবহার হবে।

# Girls' Education : A short study from rural Malda

Dr. Hariswami Das

## Introduction

Women's education in India plays a very important role in the overall development of the country. Most women in this region find themselves treated unequally with respect to physical safety, basic nutrition, health care, education, employment and social and political voice. Most commonly, the female inequality is seen to be mirrored in the low sex ratios (Mayer 1999) and the high mortality rates of women (Visaria 1971). From the start, girl child is seen as a burden rather than a blessing, bearer of exorbitant dowry, who will eventually move into the home of her husband. As a child, a girl receives less food, attention and emotional support than her male counterpart; as an adult, less attention is paid on developing her potential and more on matrimony and motherhood as these are regarded the essential and overarching goals of her life and all education is a preparation for that.

In India, the mortality rates of women exceed that of men till the age of 35, this despite fairly strong medical evidence to the effect that – given similar care, women tend to have lower age specific mortality rates than men (Sen 1989). The consensus among demographers seems to be that discrimination against girls and the neglect of women in general, are responsible for the higher female mortality rates (Visaria, 1971; Mitra, 1978).

## Girls' Education in India

The Indian government has expressed a strong commitment towards education for all, however, India still has one of the lowest female literacy rates in Asia. In 1991, less than 40 percent of the 330 million women aged 7 and over were literate, which means today there are over 200 million illiterate women in India. The Indian government's commitment to education is stated in its constitution with an article promising "free and compulsory education for all children until they complete the age of 14" (The World Bank, 1997b). The National Policy on Education, which was updated in 1992, and the 1992 Program of Action both reaffirmed the government's commitment to improving literacy levels, by providing special attention to girls and children from scheduled castes and scheduled tribes.

The 2001 Census provisional figures indicate that only 54% of females are literate compared to 76% of males. According to the World Youth report 1996, the total percentage of girls enrolled at the secondary level in the 15-19 age group was 38% – low compared to boys of the same age (59%). The Indian Government has made heroic efforts to provide universal literacy and primary education. The literacy rate (ages 5 & above) of India

increased to 62% in 1997 from 52.21% in 1991, but the 1997 female literacy rate was just 50% and the rural female literacy rate was just 43%. The adult rates (ages 15 and above) were 54% total, 40.7% for women. The total enrolment in secondary schools in 1997-98 was still only 50% of the eligible population of which 44% were girls in primary school, 40% in middle school and 37.1% in secondary school. So the percentage of students who qualify for higher education is still small, particularly among female students (Department of Education, Government of India). Early childhood education in India is subject to two extreme but contrary deficiencies. On the one hand, millions of young children in lower income groups, especially rural and girl children, comprising nearly 40% of first grade entrants never complete primary school (Mishra, 2009).

There are dramatic differences in literacy rates by place of residence, with rates in rural areas lagging behind rates in urban areas. In 1991, the urban female literacy rate was more than twice that of the rural rate, 64 and 31 percent, respectively (RGCC, 1993). The differences in literacy rates among the states are also extreme. Kerala has the highest female literacy rate, with over 86 percent of women literate in 1991. The state with the second highest female literacy is Mizoram, where nearly 79 percent of women are literate. On the other hand, there are several states that have literacy rates of less than 30 percent, including Bihar and Uttar Pradesh, the two most populous states (Table 1).

**Table – 1**

**State wise percentage of female literacy in the Country as per 2001 census**

| Sl.No. | Name of the State | Percentage of Female Literacy |
|---|---|---|
| 1. | Andhra Pradesh | 51.17 |
| 2. | Arunachal Pradesh | 44.24 |
| 3. | Assam | 56.03 |
| 4. | Bihar | 33.57 |
| 5. | Chattisgarh | 52.40 |
| 6. | Delhi | 75.00 |
| 7. | Goa | 75.51 |
| 8. | Gujarat | 58.60 |
| 9. | Haryana | 56.31 |
| 10. | Himachal Pradesh | 68.08 |
| 11. | Jammu & Kashmir | 41.82 |
| 12. | Jharkhand | 39.38 |
| 13. | Karnataka | 57.45 |
| 14. | Kerala | 87.86 |
| 15. | Madhya Pradesh | 50.28 |

| Sl.No. | Name of the State | Percentage of Female Literacy |
|---|---|---|
| 16. | Maharashtra | 67.51 |
| 17. | Manipur | 59.70 |
| 18. | Meghlaya | 60.41 |
| 19. | Mizoram | 86.13 |
| 20. | Nagaland | 61.92 |
| 21. | Orissa | 50.97 |
| 22. | Punjab | 63.55 |
| 23. | Rajasthan | 44.34 |
| 24. | Sikkim | 61.46 |
| 25. | Tamil Nadu | 64.55 |
| 26. | Tripura | 65.41 |
| 27. | Uttaranchal | 60.26 |
| 28. | Uttar Pradesh | 42.98 |
| 29. | **West Bengal** | **60.22** |
| **Union Territories** | | |
| 1. | Andaman & Nicobar Islands | 75.29 |
| 2. | Chandigarh | 76.65 |
| 3. | Dadra & Nagar Haveli | 42.99 |
| 4. | Daman & Diu | 70.37 |
| 5. | Lakshadweep | 81.56 |
| 6. | Pondicherry | 74.16 |
| | **All India** | **54.16** |

*Source : Census of India -2001, Provisional Figures*

## Girls' Education in West Bengal

In West Bengal percentage of girls' enrolment was 49.54%, 49.58% and 49.06% in 2003-04, 2004-05 and 2005-06 respectively (Table-2). Kolkata has the highest female literacy rate; with over 51 percent of women literate and second highest female literacy is seen in South 24 Parganas, where nearly 50 percent of women are literate (Table-2). Surprisingly the percentage enrolment of Malda higher than the overall West Bengal record. Percentage of girls' enrolment in Malda was 50.18%, 50.44% and 50.51% in the years 2003-04, 2004-05 and 2005-06 respectively.

## Girls' Education in Rural Malda

Sovanagar High School is a reputed and overcrowded school in rural Malda. The total enrolment of the school was 2365 in 2009. In Malda, overall girls' enrolment was 50.51% in the year of 2005-06 (Table-2), but the enrolment of girls in Sovanagar High School was 41.25% (Table-3) and the percentage enrolment of girls in Kauwaghan Primary

School, Mohanpur, P.O- Khaskol, Malda was 36% in class I and 43% in LKG of Modern Child Academy (a private nursery schhol), Mirja Baug, Bhabanipur, Malda. All the reports showed very poor girls' enrolment in rural areas. Some case studies :

### Table – 2

**Percentage of Girls Enrolment in total Enrolment of different districts of West Bengal over the years:**

| Srl. No. | District | 2003-04 | 2004-05 | 2005-06 |
|---|---|---|---|---|
| 1 | Bankura | 48.18 | 48.31 | 48.59 |
| 2 | Bardhaman | 48.91 | 49.11 | 49.06 |
| 3 | Birbhum | 48.78 | 48.09 | 48.93 |
| 4 | Dakshin Dinajpur | 49.58 | 49.48 | 49.03 |
| 5 | DGAHC | 50.71 | 49.41 | 50.66 |
| 6 | Howrah | 50.16 | 50.17 | 50.01 |
| 7 | Hughli | 49.52 | 49.41 | 49.39 |
| 8 | Jalpaiguri | 49.27 | 49.39 | 49.42 |
| 9 | Koch Behar | 49.52 | 49.41 | 49.26 |
| 10 | Kolkata | 50.07 | 51 | 51.06 |
| 11 | Malda | 50.18 | 50.44 | 50.51 |
| 12 | Murshidabad | 49.64 | 49.57 | 49.47 |
| 13 | Nadia | 50 | 49.52 | 49.36 |
| 14 | North 24 Parganas | 50 | 49.98 | 49.96 |
| 15 | Paschim Medinipur | 49.26 | 49.22 | 49.45 |
| 16 | Purba Medinipur | 49.94 | 49.95 | 49.66 |
| 17 | Purulia | 47.87 | 48.83 | 49.24 |
| 18 | Siliguri | 49.69 | 50.21 | 50.09 |
| 19 | South 24 Parganas | 50.24 | 50.33 | 50.41 |
| 20 | Uttar Dinajpur | 48.59 | 48.76 | 48.66 |
| | **Over All** | **49.54** | | |

*Source : Cohort study of SSA, West Bengal.*

**Table – 3**

**Percentage of Yearly Enrolment of different classes of Sovanagar High School**

| CLASS | V | | VI | | VII | | VIII | | IX | | X | | XI | | XII | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| YEAR | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS |
| 2002 | 64 | 36 | 63 | 34 | 56 | 44 | 64 | 36 | - | - | - | - | - | - | - | - |
| 2003-04 | 57 | 43 | 66 | 34 | 65 | 35 | 56 | 44 | - | - | - | - | - | - | - | - |
| 2004-05 | 70 | 30 | 63 | 37 | 69 | 29 | 70 | 30 | - | - | - | - | - | - | - | - |
| 2005-06 | 56 | 44 | 57 | 43 | 57 | 43 | 65 | 35 | - | - | - | - | - | - | - | - |
| 2006-07 | 58 | 42 | 55 | 45 | 69 | 31 | 57 | 33 | 64 | 36 | 64 | 34 | - | - | - | - |
| 2007-08 | 63 | 37 | 58 | 42 | 57 | 43 | 64 | 36 | 59 | 41 | 65 | 35 | 74 | 26 | - | - |
| 2008-09 | 55 | 45 | 60 | 40 | 56 | 44 | 56 | 44 | 54 | 46 | 59 | 40 | 54 | 46 | 55 | 45 |

*Source : Records of Sovanagar High School*

**CASE STUDY :**

1. Until this age of consciousness, globalization and development there are so many girls in our society and even in Sovanagar High School, an overcrowded school in Malda rural who have to face a lot of problem not for their education even for their survival. They are not only downtrodden in society but also tortured and tormented by their social, physical and financial conditions. **Pinki Mandal** is not an exception . She is a student of Class IX. By the irony of fate she has lost her father at the dawn of her life. Without having any help from others she has to accept the work of maid servant for her family, for her brother's education and even for her survival. She works at other's houses, maintains her household and studies herself. Most of the days of a month she came to school without food for feeding her brother who is reading in class X. **Mamoni Ghosh** (Class- VI), **Mampi Ghosh** (Class- VIII) of Sovanagar High School are also leading their lives like Pinki Mandal.

2. The position of girls in Muslim society is very poor. The girls are generally neglected in their families due to superstition, poverty and lack of education. Several brothers and sisters have to depend on their father who is the only earning member of their family. The earning member of their family is sometimes seasonal employee (labour) and most of them live below poverty line. So the girls have to keep themselves apart from education and accept the work of daily labour. We can find this in the case of **Usha Khatun** (Class- VII of same school) of Bhabanipur, P.O- Bhabanipur, Malda. She with her sister works as daily labour in a brick factory.

**Reasons Behind ?**

There are several reasons for the low levels of literacy in India as well as Malda rural, not the least of which is the high level of poverty. Over one-third of the population is estimated to be living below the poverty line in India (The World Bank, 1997a). Although school attendance is free, the costs of books, uniforms, and transportation to school can be too much for poor families. Poor families are also more likely to keep girls at home to care for younger siblings or to work in family enterprises. If a family has to choose between educating a son or a daughter because of financial restrictions, typically the son will be chosen (Victoria, 1998).

Negative parental attitudes toward educating daughters can also be a barrier to a girl's education. Many parents view educating sons as an investment because the sons will be responsible for caring for aging parents. On the other hand, parents may see the education of daughters a waste of money because daughters will eventually live with their husbands' families, and the parents will not benefit directly from their education. Also, daughters with higher levels of education will likely to have higher dowry expenses as they will want a comparably educated husband. However, education sometimes lowers the dowry for a girl because education is viewed as an asset by the husband's family. Another barrier to education in India is the lack of adequate school facilities (Victoria, 1998).

Lack of female teachers is another potential barrier to girls' education. Girls are more likely to attend school and have higher academic achievement if they have female teachers. This is particularly true in highly gender-segregated societies such as found in India (Bellew and King, 1993; King, 1990). Currently, women account for only 29 percent of teachers at the primary level (MHRD, 1993).

## Conclusion

Attitudes toward women must change. Throughout history, because women bear and raise the children, they have not been expected to need an education or to obtain a job. As people become educated in the rural areas, they begin to realize that women can do more. If there is education, she can raise the family's standard of living. If the laws allow her to own property, she can provide more resources for her children. Encouraging girls to become educated, to limit their family size, and to seek economic freedom, will contribute to India's rise above poverty and hunger.

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# জনসম্পদ উন্নয়নে অন্যতম অন্তরায় জনবিস্ফোরণ

নিতাই শ

## ভূমিকা

জনবিস্ফোরণ ভারতবর্ষের বিভিন্ন আর্থ-সামাজিক সমস্যার মত আজ এক জ্বলন্ত সমস্যা। বিভিন্ন প্রথিতযশা বিজ্ঞানী, সমাজসেবী, অর্থনীতিবিদ থেকে শুরু করে রাষ্ট্রনায়ক, চিকিৎসাবিজ্ঞানী সকলে এই বিষয়ে তাদের মূল্যবান সময় ব্যয় করে চলেছেন। আমাদের দেশে বিভিন্ন সামাজিক ও অর্থনৈতিক উন্নয়নে প্রধান অন্তরায় এই জনবিস্ফোরণ।

## বিভিন্ন পরিকল্পনা ও স্বাধীনোত্তর সময়ে জনসংখ্যা

স্বাধীনতার পরবর্তীসময়ে ভারতবর্ষে জনসংখ্যা নিয়ন্ত্রণে বহু পরিকল্পনা নেওয়া হয়। বিভিন্ন কমিশন গঠন করা হয়। ১৯৫১ সালে ভারতের নতুন পরিকল্পনা নীতি গৃহীত হয়। ১৯৫২ সালে ভারত সরকার প্রথম পরিবার পরিকল্পনা নীতি গ্রহণ করে। ১৯৭৮ সালে আলমা আটা ঘোষণায় স্বাক্ষর দেবার পর ২০০০ সালে ভারত সরকার গ্রামীণ- স্বাস্থ্য পরিকল্পনা উন্নয়নের দিকে লক্ষ রেখে " সকলের জন্য স্বাস্থ্য" এই প্রকল্প চালু করে। ১৯৮০ সালে চালু হয় জাতীয় জনসংখ্যা শিক্ষা প্রকল্প। ১৯৮৬ সালে গৃহীত হয় জাতীয় শিক্ষানীতি। ২০০২ সালে চালু হয় স্বাস্থ্যনীতি। পৃথিবীর মধ্যে প্রথম ভারতবর্ষে পরিবার পরিকল্পনা কর্মসূচী সূচিত হয়। এতসব পরিকল্পনা ও নীতি গৃহীত হলেও বাস্তব কিছু সমস্যা ও ধারাবাহিকতার অভাবে জন্ম নিয়ন্ত্রণে যথাযথ ভূমিকা পালনে ব্যর্থ হয়।

আমরা জানি প্রতি বছর ভারতবর্ষে যে পরিমাণ জনসংখ্যা বৃদ্ধি পায় তা প্রায় অস্ট্রেলিয়ার মোট জনসংখ্যার সমান। প্রতি বছর ভারতবর্ষে প্রায় ১ কোটি ৮০ লক্ষ মানুষ জন্ম নেয়। ২০০০ সালে ১১ মে শিশু কন্যা আস্থার জন্ম ভারতবর্ষের জনসংখ্যা ১০০কোটিতে পৌঁছে দেয়। জনসংখ্যাবিদ্‌রা আশঙ্কা প্রকাশ করেছেন ভারতবর্ষের জনসংখ্যা অনিয়ন্ত্রিত ভাবে বৃদ্ধি পাওয়ায় আগামী ২০৪৫ সালে চিনের জনসংখ্যাকেও ছাপিয়ে যাবে। অন্যদিকে ১২ আগস্ট ১৯৯৯ সালে বিশ্ব জনসংখ্যা ৬০০ কোটিতে পৌঁছায়। ২০২৫ সালে তা বেড়ে দাঁড়াবে প্রায় ৮৫০ কোটিতে।

বিশ্বব্যাপী মানুষের গড় আয়ু বাড়ছে। বাড়ছে বয়স্ক মানুষের সংখ্যা। বিশ্বের উন্নয়নশীল দেশগুলিতে জনসংখ্যা বৃদ্ধির হার কমছে, বিশ্বের উন্নত দেশগুলিতে সম্পদ ভোগের মাথাপিছু হার উন্নয়নশীল দেশ অপেক্ষা ১৫ গুণ বেশী। দ্বিতীয় বিশ্বযুদ্ধের পর স্বল্পোন্নত দেশগুলির জনসংখ্যার ব্যাপক বৃদ্ধি ঘটে।

১৭৫০ সালে যেখানে বিশ্ব জনসংখ্যা ছিল ৭৯.১ কোটি, সেখানে ১৮০০ সালে ৯৭.৮ কোটি, ১৮৫০ সালে ১২৬.২ কোটি, ১৯৯১ সালে ৫৯৭.৮ কোটি, ২০০৮ সালে বিশ্বে জনসংখ্যা হয় ৬৭০.৭ কোটি। ২০৫০ সালে সম্ভাব্য বিশ্বে জনসংখ্যা হবে প্রায় ১০০০ কোটি।

এখন বিশ্ব জনসংখ্যার বৃদ্ধির হার কমছে। কারণ জনন ক্ষমতা এখন কম। বিশ্বে জননী পিছু শিশুর হার ২.৬৮। বর্তমান বিশ্বে প্রতি ১ হাজারে ৫৫ জন, একদশক আগে যা ছিল ৬৬জন শিশু। প্রত্যাশিত আয়ু বেড়ে দাঁড়িয়েছে গড়ে ৬৩.৯ (পুরুষ) ৬৮.১ (মহিলা)।

২০০২ সালের এর সূত্র অনুযায়ী ২০০২ সালে বিশ্ব জনসংখ্যার প্রেক্ষিতে প্রথম দশটি দেশের মধ্যে চিন প্রথম ১২৯.৪৪কোটি, দ্বিতীয় ভারত ১০৪.১১ কোটি, মার্কিন যুক্তরাষ্ট্র ২৮.৮৫ কোটি, দশম স্থানে নাইজিরিয়া ১২ কোটিতে অবস্থান করলেও, ২০৫০ সালে ভারতের জনসংখ্যা চিনের জনসংখ্যাকে ছাপিয়ে হবে ১৫৭.২১ কোটি।

প্রথম পঞ্চবার্ষিকী পরিকল্পনায় ধরে নেওয়া হয়েছিল যে ভারতে জনসংখ্যা বৃদ্ধি পাবে ১.৫ হারে, তবে তা হয়নি, সেখানে হয়েছে ২-এরও বেশী হারে। ১৯৫১ সাল থেকে যদি ১.৫ হারে জনসংখ্যা বৃদ্ধি পেত তবে নতুন ভারতের জনসংখ্যা

৩৬ কোটি থেকে হয়তো ৬৫ কোটিতে এসে দাঁড়াত। অর্থাৎ মাথা পিছু অন্ন, বস্ত্র, বাসস্থানের ব্যবস্থা অনেক সহজ হত। সেই জায়গায় আজকে ১১০ কোটিরও বেশী মানুষের অন্ন, বস্ত্র ও বাসস্থানের সংস্থান করতে হচ্ছে। অতিরিক্ত জনসংখ্যার চাপে সার্বিক জনস্বাস্থ্যের অভাব ঘটছে। পরিবর্তন ঘটছে মানুষের আচরণের। তার ফলে পরিবর্তন হচ্ছে সম্পর্কেরও।

গত শতাব্দীর শেষে পৃথিবীর জনসংখ্যা বৃদ্ধি পায় প্রায় তিনগুণ। সেখানে ভারতের জনসংখ্যা বৃদ্ধি পেয়েছে প্রায় পাঁচ গুণ। সারা পৃথিবীর মোট জনসংখ্যার প্রায় ২৫ শতাংশের বাস এশিয়ার ৪টি দেশে। ভারতে ১৬.৮৭, ইন্দোনেশিয়ায় ৩.৪৯, পাকিস্তানে ২.৫৮ এবং বাংলাদেশে ২.১৩।

ভারতে প্রতি হাজারে জন্ম নিচ্ছে(২০০১) ২৪.২৮ জন শিশু এবং মারা যায় ৪.৭৪ জনের। কাজেই স্বাভাবিক বিকাশ হার ১.৫৫। জীবিত নবজাতকের মধ্যে ভারতের গ্রামাঞ্চলে মারা যায় প্রতি হাজারে ৭২ জন (ভারতে), রাজস্থানে-৮৫, উত্তর প্রদেশে ৮৭, মধ্যপ্রদেশে ৯৬, উড়িষ্যায় ১০০ জন শিশু। কেরালায় সবচেয়ে কম, প্রতি হাজারে মারা যায় ১৪জন শিশু।

আমাদের দেশের মধ্যে জনসংখ্যা বৃদ্ধির হার অন্যান্য রাজ্যের তুলনায়- রাজস্থান, উত্তরপ্রদেশ, বিহার ও মধ্যপ্রদেশে সবচেয়ে বেশী। সারা ভারতবর্ষের প্রেক্ষিতে কন্যা ভ্রূণের হত্যা আবার পাঞ্জাব, গুজরাট ও হরিয়াণাতে বেশী। এ এক সামাজিক ব্যাধি।

বিশ্ব জনসংখ্যার নিরিখে ভারতে মোট ১৬ শতাংশ মানুষ বাস করে বিশ্বের ২.৪ শতাংশ জমিতে। ১৫ বছরের নিচে মানুষের বাস ভারতে ৩৬ শতাংশ।

## পরিবার পরিকল্পনা, নারী জাগরণ ও শিক্ষা

গত প্রায় তিনদশক ধরে আমাদের দেশে পরিবার পরিকল্পনা কর্মসূচী চালু আছে। এই পরিকল্পনায় যা বলা হয়, তা হল পরিবার প্রতি জনসংখ্যা হ্রাস অর্থাৎ ছোট পরিবার, সুখী পরিবার। 'হাম দো, হামারো দো' এই সমস্ত স্লোগান ভারতবর্ষের বিপুল পরিমাণ নিরক্ষর মানুষের মধ্যে পরিবারের শিশুদের নিরাপত্তা দেবার ক্ষেত্রে নিশ্চয়তা কোথায়। সেজন্য প্রতিবার শিশু প্রসবের পর একটি মাত্র পুত্র সন্তানের আশায় যখন দেখা যায় আবারও কন্যা শিশুর জন্ম। এই ভাবে একটি পরিবারে সন্তানের সংখ্যা বৃদ্ধি পায়। এর ফলে বাবা-মা হয় কন্যা ভ্রূণ হত্যা করে, না হয় জন্মের পর কন্যার প্রতি অযত্ন, শিক্ষার প্রতি অবহেলা, এমনকি কন্যা সন্তানকে বেচে দেবার মতো ঘটনা যেমন ঘটে আবার সন্তানকে কুপথে চালনার ক্ষেত্রে বাবা-মায়ের প্রচ্ছন্ন মদতও থাকে। এই সমস্ত সামাজিক অবক্ষয় দেখা দেবে, যদি না নারীমুক্তি, নারী জাগরণ সর্বোপরি নারীশিক্ষার অগ্রগতি ঘটে।

আজকের প্রতিটি স্তরে বৈষম্যের কারণে পুরুষ ও নারীর অনুপাত কমছে। ১৯৮১ সালে প্রতি হাজার পিছু মহিলার সংখ্যা ছিল ৯৩৪ জন, ১৯৯১ সালে এই সংখ্যা দাঁড়ায় ৯২৭।

জনশিক্ষার সঙ্গে জনসংখ্যার এক গুরুত্বপূর্ণ সম্পর্ক রয়েছে। শিক্ষার হারে বৃদ্ধির সঙ্গে জনসংখ্যা নিয়ন্ত্রণ হবে। কেরালার শিক্ষার হার সমস্ত ভারতবর্ষের মধ্যে বেশি, তাই তো এখানে শিশু মৃত্যুর হার ও কম। আমাদের দেশে নারী পুরুষের বৈষম্যের নজির রয়েছে বহু রাজ্যেই। নারী শিক্ষার বিকাশ এই বৈষম্য দূর করবে। তাই স্কুলশিক্ষা গবেষণায় দেখা গেছে দশ বা তার বেশি বছর ধরে স্কুলশিক্ষা প্রাপ্ত মেয়েদের তুলনায় স্কুলে না যাওয়া মহিলার সন্তান সংখ্যা প্রায় দ্বিগুণ। ভারতে মহিলা সাক্ষরতার হার ৫৪.২ শতাংশ। প্রাথমিক ও উচ্চ প্রাথমিক স্তরেও বিদ্যালয় ছুটের সংখ্যা ছেলেদের থেকে মেয়েদের বেশী। উচ্চশিক্ষার দিকে যতই অগ্রসর হওয়া যাবে, পার্থক্যটা ততই বেশী চোখে পড়বে। শিক্ষায় সবচেয়ে অবহেলিত গ্রামীণ মহিলারা। আরও বেশী তপশিলী জাতি ও উপজাতি মহিলাদের অংশে। এটাও দেখা গেছে অর্থনৈতিক ভাবে যে সমস্ত রাজ্য এগিয়ে রয়েছে, যেমন পাঞ্জাব, হরিয়াণা, উত্তর প্রদেশ, গুজরাট, দিল্লি, চন্ডীগড়, এখানে শিশু লিঙ্গ অনুপাতের ক্রমশ অবনতি ঘটছে।

## শিশু ও নারীর পুষ্টি

স্বাস্থ্য ও পুষ্টির ক্ষেত্রে নারী ও শিশু কন্যার প্রতি অবহেলা আমাদের লজ্জায় ফেলেছে। এখানে বহু সমাজে এখনও দেখা যায় বাড়ীর বয়স্ক পুরুষ, বালকরা খাবার পর অবশিষ্ট যা থাকে সেই খাবার খেয়েই জীবনধারণ করতে হয় বাড়ীর মহিলা ও কন্যাসন্তানদের। সন্তানসম্ভব্য মায়েদের ন্যূনতম যে পুষ্টির প্রয়োজন তাও তারা সময়মত পান না। একজন ভারতীয় মহিলা সারাদিনে ২২৫০ ক্যালরিযুক্ত খাবার দরকার যা তারা পান না। স্বাধীনতার ৬০ বছর পরেও আজও ভারতের এক তৃতীয়াংশ মানুষ অর্ধাহারে বা অনাহারে থাকেন। ন্যূনতম পুষ্টিকর খাবার তারা পান না। ভারতে মোট জনসংখ্যার তিন ভাগ মানুষ এখন শিক্ষা ও স্বাস্থ্য পরিষেবা থেকে অনেক পিছিয়ে। শিক্ষার আলো পৌছায়নি, খাবার তারা পান না। ভারতে মোট জনসংখ্যার তিন ভাগ মানুষ এখন শিক্ষা ও স্বাস্থ্য পরিষেবার আওতা থেকে বাইরে। শিক্ষার আলো পৌছায়নি এখনও বহু গ্রামে। ফলে নানা পশ্চাদপদতা এখনও আমাদের চিন্তায় ফেলেছে। কুসংস্কার, অজ্ঞতার অন্ধকারে আচ্ছন্ন বহু মানুষ। তৃতীয় বিশ্বের দেশ ভারতবর্ষে দ্রুত হারে জনসংখ্যা বৃদ্ধি দেশের উন্নয়নকে ক্রমশই ব্যাহত করবে। এই চেতনা এখনও অনেকেরই তৈরী হয়নি, ফলে সমস্যা ক্রমেই বেড়ে চলেছে।

## অধিক জনসংখ্যা নিয়ে চিনের উন্নয়ন

অপর দিকে চিনের ছবিটা যদি আমরা দেখি, দেখবো ভারতের পরে ১৯৪৯ সালে ১লা অক্টোবর বিশাল জনসংখ্যা নিয়ে স্বাধীনতা পেলেও সুনির্দিষ্টি কর্মসুচী ও পরিকল্পনা নিয়ে উন্নয়নের গতিকে অব্যাহত রেখেছে। সারা বিশ্বে ২০০২ সালে ১৩০ কোটি সর্ব বৃহৎ জনসংখ্যা নিয়েও মাথা তুলে দাঁড়িয়েছে। বিপুল জনসংখ্যার দেশ চিন মানুষের আর্থ সামাজিক দিকগুলির উন্নয়নের জন্য সর্বদাই চেষ্টা করে চলেছে। কৃষি ও শিল্পের উন্নয়নের সঙ্গে জনসাধারণের শিক্ষা- স্বাস্থ্য পরিষেবা দেবার ক্ষেত্রেও সর্বদাই সচেষ্ট। মানুষের মধ্যে ব্যাপক শিক্ষা বিস্তারের ফলে নিরক্ষরতাকে দূরে সরিয়ে শিক্ষার আলোয় আলোকিত সমগ্র দেশ। এগিয়ে গেছে আমাদের থেকে অনেকাংশে। সার্বিক শিক্ষার বিস্তার, উন্নত স্বাস্থ্য পরিষেবা, মানুষের কর্মসংস্থান বৃদ্ধি,জীবনযাত্রার মানের পরিবর্তন ঘটিয়েছে অনেকখানি।

## জনসংখ্যা বৃদ্ধির ফলে আগামী দিনে যে সমস্ত সমস্যাগুলি প্রকট হয়ে উঠবে সেগুলি হল —

নিদারুণ খাদ্য সংকট, বাসস্থানের সমস্যা, কর্মসংস্থানের অভাব, পরিবেশের দূষণ বৃদ্ধি, পরিবেশের ভারসাম্য হ্রাস, সার্বিক জনস্বাস্থ্য সমস্যা ইত্যাদি।

অত্যধিক জনসংখ্যার ফলে জমির পরিমাণ হ্রাস পাবার সঙ্গে সঙ্গে মোট উৎপাদনের পরিমাণ হ্রাস পাবে। জনসংখ্যা বৃদ্ধি সঙ্গে উৎপাদন তাল মেলাতে পারবে না। জমিতে অধিকবার খাদ্য উৎপাদনের লক্ষে রাসায়নিক সারের প্রয়োগ জমিতে বৃদ্ধি পাবে। এর ফলে একদিকে যেমন জমির উর্বরতা শক্তি হ্রাস পাবে, অন্যদিকে জলদূষণের সমস্যাও বৃদ্ধি পাবে। জলবাহিত বিভিন্ন রোগের প্রাদুর্ভাব দেখা দেবে। মানুষের জীবনযাত্রার মানের অবনতির সঙ্গে সঙ্গে আর্থিক স্বাচ্ছন্দ্য, স্বাস্থ্য ও শিক্ষার মানও হ্রাস পাবে। মানুষের সংখ্যা বৃদ্ধির সঙ্গে কর্মসংস্থানের সম্ভাবনা হ্রাসের সঙ্গে সঙ্গে শ্রমের মূল্যও হ্রাস পাবে, কর্মচ্যুতিও বেড়ে যাবে।

সামাজিক ও অর্থনৈতিক বৈষম্য জনমানসে সুষম বিকাশের প্রধান অন্তরায় হয়ে উঠবে। শ্রেণিবিভক্ত সমাজে রাষ্ট্রের সম্পদ সমান ভাবে বন্টিত নয়, ফলে সামাজিক উন্নয়নেরও ব্যাঘাত ঘটছে। সমাজের কিছু মানুষের কাছে অধিক সম্পদ, সমাজে দারিদ্র বৃদ্ধি পাবে। প্রাকৃতিক ও সামাজিক সম্পদের ন্যূনতম অধিকার থেকে সাধারণ মানুষ আজ বঞ্চিত। সমাজে অন্তহীন দারিদ্র, অশিক্ষা, কুসংস্কারচ্ছন্নতা, স্বাস্থ্যহীনতা, পশ্চাদপদতা মানুষকে ক্রমেই পিছনে ঠেলে দিচ্ছে। বিশ্বায়ন ও উদারীকরণের ঢেউ সারা বিশ্বের সঙ্গে আমাদের দেশেও এসে পড়েছে। দেশীয় শিল্পগুলি ক্রমেই বিপন্নতার মুখে। প্রতিযোগিতা থেকে ছিটকে পড়ছে। এর ফলে জাতীয় উৎপাদনের বৃদ্ধির হার কমছে।

নগরায়ন কর্মসূচী সারা দেশ জুড়ে চললেও পরিকল্পনা অভাব রয়ে গেছে। জমির উপর চাপ বাড়ছে, কৃষি জমির পরিমাণ কমছে, অন্যদিকে কৃষির উপর নির্ভরশীলতাও বাড়ছে, ফলে কৃষিক্ষেত্রে সঙ্কট তৈরী হচ্ছে। উৎপাদনও মার খাচ্ছে। অত্যধিক জনসংখ্যার চাপে এই সমস্ত সমস্যা আরও ঘনীভূত হচ্ছে। বিকল্প চিন্তাভাবনা এখন থেকে না করলে সমস্যা আরও প্রকট হবে।

পঞ্চাশ দশক থেকে সত্তর দশক পর্যন্ত দেশের পুঁজিগঠনে একমাত্র মাধ্যম ছিল রাষ্ট্রায়ত্ত সংস্থা। ১৯৯০ - এর পর বিশ্বায়নের ছোবলে রাষ্ট্রায়ত্ত সংস্থাগুলি বিপন্ন হতে শুরু করে। গত ২০০৩ সালে জাতীয় গড় উৎপাদনের অনুপাতে পুঁজিগঠনের ক্ষেত্রে রাষ্ট্রায়ত্ত ক্ষেত্রের অংশ নেমে আসে ১৮ শতাংশে।

## নারী ও পুরুষ সমান সমান

নারী ও পুরুষের সমান অধিকার সামাজিক দৃষ্টিভঙ্গির পরিবর্তনের মাধ্যমে নারীর অস্তিত্বকে টিকিয়ে রাখা সম্ভব। শিশুর লালন পালনের ক্ষেত্রে- নারীরাও সমান অংশীদার। সমাজে নারীর অতিরিক্ত ক্ষমতা ও স্বাধীনতা নারীর সামাজিক অধিকার ও মর্যাদা বৃদ্ধি করবে। সামাজিক, রাজনৈতিক, অর্থনৈতিক সাংস্কৃতিক ক্ষেত্রসহ অন্যান্য ক্ষেত্রেও অবদান রাখার নতুন দিগন্ত তাদের সামনে খুলে যাবে।

নারী শিক্ষার বিস্তার, চাকুরী ক্ষেত্রে সংরক্ষণের প্রয়োজনীয়তা, লিঙ্গ বৈষম্য দুর করে নারীর প্রতি সমান অধিকার, নারীর মতামত প্রকাশের অধিকার এবং ক্ষমতা প্রদানের মাধ্যমেই নারীকে যথাযথ মর্যাদা দেওয়া হবে।

আমরা যদি সমগ্র পৃথিবীর কয়েক দশকে উন্নয়নমুখী পরিবর্তনের দিকগুলি নিয়ে ভাবনাচিন্তা করি, তবে দেখবো, মেয়েরা এই পরিবর্তনের ক্ষেত্রে এক উল্লেখযোগ্য ভূমিকা পালন করে চলেছে। পরিসংখ্যানের দিকে তাকালে দেখবো নারীরা সমান ভাবে পুরুষের সঙ্গে পাল্লা দিয়ে এই উন্নয়নের গতিকে সচল রেখেছে। পৈতৃক সম্পত্তিতে মেয়েদের সমান অধিকার মেয়েদের ভবিষ্যৎ সম্পর্কে নিশ্চয়তা এনে দিতে পারে।

পরিবারের সদস্য সংখ্যা নির্ণয়, তাদের মতামত দেবার ক্ষমতা প্রদানের মাধ্যমে নারী শক্তি জাগ্রত হবে। সামাজিক, অর্থনৈতিক ও রাজনৈতিক বিকাশের ক্ষেত্রে মহিলাদের সক্রিয় অংশগ্রহণ, দেশ তথা জাতির সর্বাধিক বিকাশ ঘটাবে। নারী-পুরুষের প্রতিযোগিতা নয়, সমতা আনাই হবে সমাজ তথা নারী উন্নয়নের প্রধান লক্ষ।

## জনসম্পদ সম্বন্ধীয় শিক্ষা

জনসংখ্যা সম্বন্ধীয় শিক্ষার প্রসার মানুষকে জন্ম নিয়ন্ত্রণে সক্ষম করবে। মেয়েরা শুধু কল্যাণমূলক কর্মসূচীর প্রাপকই নয়, দেশের উন্নয়ন প্রক্রিয়ারও সমান অংশীদার। ১৯৮৪ সালে আমাদের দেশে জাতীয় জনসম্পদ বিষয়ক শিক্ষা প্রকল্প শুরু হয়। ২০০২ সাল পর্যন্ত মাধ্যমিক ও উচ্চমাধ্যমিক স্তরে মানব সম্পদ উন্নয়নে নানা কর্মসূচী গ্রহণ করা হয়। ২০০৪ সাল থেকে পুনরায় বিদ্যালয় শিক্ষার গুণগত মান উন্নয়নের লক্ষ্যে জনসম্পদ বিষয়ক শিক্ষা প্রকল্প চালু হয়। তা পশ্চিমবঙ্গের সমস্ত বিদ্যালয়গুলিতে রূপায়ণের দায়িত্বে রয়েছে স্টেট কাউন্সিল অফ এডুকেশনাল রিসার্চ ও ট্রেনিং - পশ্চিমবঙ্গ।

জনসংখ্যা নিয়ন্ত্রণে যে সমস্ত বিষয়গুলিকে এখানে অধিক গুরুত্ব দেওয়া হয়েছে, তা হল ধারণযোগ্য উন্নয়ন, লিঙ্গ সমতা ও নারীর ক্ষমতায়ন, বিদ্যালয়ের ছাত্রছাত্রীদের মধ্যে জীবনশৈলী শিক্ষা, আর্থ-সামাজিক অবস্থা বিশ্লেষণ, স্বাস্থ্য ও পুষ্টি, শিক্ষা, নগরায়ন ও অভিবাসনের সম্পর্ক অনুধাবন। এই সকল শিক্ষার সমন্বয়ে রূপায়িত হবে সার্বিক জনসম্পদ বিষয়ক শিক্ষা যা শিক্ষক-শিক্ষিকাদের মাধ্যমে সমস্ত স্তরের মানুষের মধ্যে সঞ্চারিত হবে।

জনসম্পদ বিষয়ক শিক্ষা কর্মসূচী পরিকল্পনা ও রূপায়ণ জাতীয় ও আন্তর্জাতিক ও রাজ্য স্তরের বিভিন্ন ভাবনার সমন্বিত রূপ। এই সকল বিষয় নিয়ে ১৯৯৪ সালে কায়রোতে এক আন্তর্জাতিক সম্মেলন অনুষ্ঠিত হয়, যেখানে বিভিন্ন দেশের জনসংখ্যা বিশারদ, সমাজবিজ্ঞানী ও রাষ্ট্রের প্রতিনিধিদের নিয়ে আলোচনায় মূল যে ভাবনাটি গুরুত্ব পায় তা হল জনসম্পদ সম্বন্ধীয় শিক্ষা এমন এক শিক্ষণ প্রক্রিয়া যা সমস্ত শিক্ষার্থীদের জনসংখ্যা ও উন্নয়নের সম্পর্ক, জনসংখ্যা বৃদ্ধি ও

হ্রাসের কারণ ও ফলাফল ও জনসংখ্যার স্থিতাবস্থার গুরুত্ব উপলব্ধিতে সহায়ক হবে। জনসংখ্যা ও উন্নয়ন এই ধারণাই সকলের মধ্যে সঞ্চারনের মাধ্যমে জনসম্পদ সৃষ্টির প্রধান পদক্ষেপ।

মেয়েরা আজ অনেকেই উচ্চশিক্ষার সুযোগ পেয়েছেন, বিভিন্ন ক্ষেত্রে আজ তাঁরা সুপ্রতিষ্ঠিত। জীবনে বহু বাধা বিঘ্ন অতিক্রম করে এগিয়ে গেলেও পথ খুব একটা মসৃণ নয়। এক্ষেত্রে শুধু মহিলা নন, পুরুষদেরও সজাগ হতে হবে, সমস্ত সহযোগিতার হাত বাড়িয়ে দিতে হবে।

## উপযুক্ত পরিকল্পনা

হিউমেন ডেভেলপমেন্ট ইনডেক্স-জন উন্নয়ন সূচী পরিবর্তনের লক্ষ্যে মানুষের জীবনযাত্রার মানের যেমন উন্নয়ন ঘটাতে হবে এর সঙ্গে উৎপাদনের পরিমাণ বৃদ্ধি ও জনপ্রতি আয়ের বৃদ্ধি ঘটাতে হবে।

জনমানস, হিউমেন রিসোর্স বা মানব সম্পদের উন্নয়ন দেশের সার্বিক পরিস্থিতি ও পরিবেশ পরিকল্পনার উপর নির্ভর করে। ইংল্যান্ডে শিল্প বিপ্লবের সময় জনসংখ্যা বৃদ্ধি শিল্পায়নকে ত্বরান্বিত করে। মানবসম্পদকে শিল্পের কাজে যুক্ত করে শিল্পায়নের কাজকে সহায়তা করে। অতিরিক্ত জনসংখ্যা অভ্যন্তরীণ বাজার সৃষ্টি করে, মানুষের মধ্যে দ্রব্যের চাহিদা বাড়ায়-মাথা পিছু আয় বৃদ্ধি প্রাপ্ত হয়। অপর দিকে এই সময়ে জার্মান ও ফ্রান্সে জনসংখ্যা হ্রাস সত্ত্বেও শিল্পায়ন ঘটাতে সাহায্য করেছে।

ভারতের স্বাধীনতা লাভের ৬০ বছর অতিক্রান্ত। বর্তমানে দেশের মোট জনসংখ্যার ১/৩ ভাগ মানুষ দারিদ্র সীমার নিচে বসবাস করছে। দুবেলা পেট পুরে খেতেও পায় না। খাদ্য উৎপাদনে স্বয়ম্ভর থাকলেও উপযুক্ত পরিকল্পনার অভাব, যথাযথ বন্টনের ব্যবস্থা না থাকায় এই সমস্যা থেকেই যাচ্ছে। জনসংখ্যার উত্তরোত্তর বৃদ্ধি সমস্যাকে আরও ঘনীভূত করছে।

## সমস্যা -সমাধান এবং প্রতিকারের উপায়

২০৪৫ সালের মধ্যে জনসংখ্যাকে এক স্থিত অবস্থায় আনতে ভারত সরকার বিভিন্ন কার্যক্রম হাতে নিয়েছে। তার মধ্যে বিশেষ গুরুত্বপূর্ণ হলো শিক্ষা ও স্বাস্থ্যের উন্নতি।

- সকলের মধ্যে শিক্ষা, বিশেষ করে শিশুকন্যাকে শিক্ষার আলোয় আলোকিত করা।
- ১৪ বৎসর বয়স পর্যন্ত শিশুদের বাধ্যতামূলক বিদ্যালয় শিক্ষার জন্য আইন করা হয়েছে। যে সমস্ত শিশু বিদ্যালয় থেকে বিচ্যুত হয়েছে তাদের পুনরায় বিদ্যালয়মুখী করার এক পরিকল্পনা কেন্দ্রীয় সরকার নিয়েছে, সারা দেশের সঙ্গে পশ্চিমবঙ্গেও তা বাস্তবায়নের লক্ষ্যে এগিয়ে চলেছে। দেখা গেছে যে সমস্ত বাবা উচ্চশিক্ষিত, তাঁদের ৭/৮টি সন্তান থাকতে পারে, কিন্তু যে সমস্ত মায়েরা উচ্চশিক্ষিত তাঁদের কখনই ৭/৮টি সন্তান থাকতে পারে না, অর্থাৎ নারীশিক্ষাই অতিরিক্ত জন্মহার রোধ করতে সক্ষম।
- জন্মবৃদ্ধি হারের সঙ্গে সঙ্গে মৃত্যুহারও কমানো। কেন্দ্রীয় সরকার ১৯৫১ সালে প্রথম পঞ্চবার্ষিকী পরিকল্পনার পর থেকেই বিভিন্ন পরিকল্পনায় জনসংখ্যা বৃদ্ধিরোধ করার কর্মসূচি গ্রহণ করে।

১৯৫১ সালে মৃত্যুহার ২৫.১ থেকে ১৯৯৬ সালে তা ৮.৯-এ নিয়ে আসা হয়, অষ্টম পরিকল্পনায় জন্মহার ৬ থেকে কমিয়ে ৩.৪- এ নিয়ে আসা হয়, নবম পরিকল্পনায় তা দাঁড়ায় ৩.৯ হারে।

শিশু ও মায়ের মৃত্যুর হার কমে যাবার কারণ বিভিন্ন পরিবার- পরিকল্পনা যা মানুষ গ্রহণ ক'রে স্বাস্থ্য পরিষেবার মানেরও আস্তে আস্তে বৃদ্ধি ঘটে। ১৯৭০-এর প্রথম দিকে একশ্রেণির মানুষের মধ্যে এই পরিকল্পনা সমাদর পায়। ইনফরমেশন, কমিউনিকেশন এবং এডুকেশন (আইসিই)- এর মাধ্যমে শিশু ও মায়ের স্বাস্থ্যের উপর জোর দেবার ফলে জনসংখ্যা বৃদ্ধিকে অনেকাংশে রোধ করা যায়।

- শিশু মৃত্যুর হার কমিয়ে আনা হয়েছে। প্রতি হাজারে শিশু মৃত্যু ৩০ জনেরও কম করে আনা সম্ভব হয়েছে।
- মেয়েদের বিবাহ ১৮ বছরের নিচে দেওয়া আইনে নিষিদ্ধ করা হয়েছে।

- জন্ম ও মৃত্যুর নথীভুক্তকরণের উপর জোর দেওয়া হয়েছে যাতে জনসংখ্যা বৃদ্ধি এবং মৃত্যুর সঠিক তথ্য পাওয়া যায়।
- মৃত্যুর হার কমানো- বিভিন্ন রোগের হাত থেকে শিশুকে বাঁচানো, গর্ভাবস্থায় মা ও শিশুকে মৃত্যুর হাত থেকে বাঁচানো এবং সাধারণ স্বাস্থ্যের উন্নতি সহ স্বাস্থ্যচেতনা বিকাশের মাধ্যমে মৃত্যুহার কমানো যাবে।
- জন্মহার কমানোর বিভিন্ন উপায়- সরকারী ও বেসরকারী প্রচার, গর্ভনিরোধক অস্থায়ী ব্যবস্থা গ্রহণ যেমন কপার টি পদ্ধতি, গর্ভনিরোধক বড়ি সেবন, শিশুকন্যার শিক্ষা বিস্তার এবং সবরকমের ক্লিনিক্যাল ব্যবস্থা করা।

ভারতবর্ষের মতো উন্নয়নশীল দেশে দ্রুত অগ্রগতির জন্য একদিকে যেমন সামাজিক, অর্থনৈতিক, শিক্ষা ও স্বাস্থ্যের ক্ষেত্রে উন্নতির প্রয়োজন, তেমনি জনসংখ্যা বৃদ্ধির হারের রোধ প্রয়োজন। এরজন্য যা যা ব্যবস্থা গ্রহণ করা প্রয়োজন তা হলো, জন্মনিয়ন্ত্রণ, মাতৃমঙ্গল ও শিশুকল্যাণ কর্মসূচির সার্থক রূপায়ণ।

- পরিবার পরিকল্পনা বাস্তবে রূপায়িত হলে প্রাকৃতিক ও মানবসম্পদ উন্নয়নে বিশেষভাবে সহায়তা করে। ব্যক্তিগত ও জাতীয় স্তরে জীবনযাত্রার মান উন্নয়নে সহায়তা করে। এ বিষয়ে বিভিন্ন শিক্ষামূলক কার্যক্রমের দ্বারা খবর সরবরাহ করা হয়। যাকে আমরা ইংরেজীতে বলি ইনফরমেশন, এডুকেশন ও মোটিভেশন অর্থাৎ উপযুক্ত তথ্য ও উৎসাহদানের মাধ্যমে পরিবার পরিকল্পনাকে বাস্তবে রূপদান করা সম্ভব।
- এছাড়া সবচেয়ে বেশি করে দরকার তা হলো, মানুষের মধ্যে স্বাস্থ্য সচেতনতা বৃদ্ধি। উপযুক্ত জনসংখ্যা সম্বন্ধীয় শিক্ষা মানুষকে জনসংখ্যা সমস্যা সম্বন্ধে উপযুক্ত শিক্ষা দেবে এবং মানুষের মধ্যে স্বাস্থ্য সচেতনতা বৃদ্ধি করবে, যার মাধ্যমে জন্মহার বৃদ্ধিরোধ করার সঙ্গে সঙ্গে মৃত্যুর হারও কমিয়ে আনা সম্ভব হবে।
- সবশেষে জনসংখ্যা নিয়ন্ত্রণ সম্পর্কে সরকারী বিভিন্ন উদ্যোগের সঙ্গে সঙ্গে বেসরকারী উদ্যোগ সহ সচেতন নাগরিকদেরও এ দায়িত্ব নিতে হবে। বিভিন্ন অংশের মানুষের চেতনার মানকে উন্নত করার লক্ষ্যে, অগণিত পিছিয়ে পড়া মানুষ, হতদরিদ্র, নিপীড়িত, শিক্ষার আলো থেকে বঞ্চিত মানুষের চেতনায়, মননে যুগোপযোগী ভাবনা ও কর্মকে উদ্বুদ্ধ করতে হবে। এই সকল মানুষ যাঁরা সমাজে পিছিয়ে আছেন, দরিদ্র অংশের মানুষ তাদের সমাজের মূলস্রোতে ফিরিয়ে এনে, তাদের সমান অধিকার প্রদান করে দেশকে সমৃদ্ধি ও উন্নয়নের পথে এগিয়ে এবং মানব সভ্যতার ধারা অক্ষুন্ন থাকবে।

## তথ্যসূত্র ও সহায়তা


- মেয়েদের চোখে আইন ও আইনের চোখে মেয়েরা - যশোধরা বাগচি ও অনিন্দিতা ভাদুড়ী।
- যাদবপুর বিশ্ববিদ্যালয় উইমেন্স স্টাডিজ বিভাগীয় গ্রন্থাগার।
- অধ্যাপক ড: চিত্তব্রত পালিত, যাদবপুর বিশ্ববিদ্যালয়
- গণশক্তি পত্রিকার বিভিন্ন সংখ্যা
- অধ্যাপক ড: প্রাঞ্জল কুমার ভট্টাচার্য, যাদবপুর বিশ্ববিদ্যালয়
- স্বাস্থ্য ও পরিবার কল্যাণ বিভাগ- পশ্চিমবঙ্গ সরকার দ্বারা প্রচারিত পুস্তিকা
- 'জনস্ফীতি থেকে জনবিস্ফোরণ' -ও 'মহিলা ও জনসংখ্যা'- নামক লেখকের প্রবন্ধ।
- ফ্যামিলি প্ল্যানিং অ্যাসোসিয়েশন অব ইন্ডিয়া - কলকাতা চ্যাপ্টার।
- বিশ্ব জনসংখ্যা দিবস প্রাক্কালে দূরদর্শন কেন্দ্র, কলকাতা থেকে ১০.০৭.২০০২-এ সন্ধ্যা ৭.৩০ মিনিটে জনসংখ্যা ও জনসংখ্যা ও দারিদ্র নিয়ে সম্প্রচারের কিছু অংশের উদ্ধৃতি।
- অধ্যাপক ড: দেবকুমার বসু, বিশিষ্ট সমাজসেবী, বিজ্ঞানী ও প্রাক্তন চেয়ারম্যান, পশ্চিমবঙ্গ দূষণ নিয়ন্ত্রণ পর্ষদ।
- শিক্ষা ও সাহিত্য, আষাঢ়, ১৮১২
- জনসম্পদ বিষয়ক শিক্ষা- রাজ্য শিক্ষা গবেষণা ও প্রশিক্ষণ পরিষদ (পশ্চিমবঙ্গ)
- অধ্যাপক ডঃ রথীন্দ্রনাথ দে - অধিকর্তা, রাজ্য শিক্ষা গবেষণা ও প্রশিক্ষণ পরিষদ (পশ্চিমবঙ্গ)

# NEWSLETTER
# OF
# SCERT (WB)

# REPORT OF NPEP, SSA & OTHER ACTIVITIES OF STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING (WB) IN 2008-09 & 2009-10

State Council of Educational Research & Training (WB) is a service provider to the School Education Department, Govt. of West Bengal for policy formulations in regard to the various aspects of school education. With this role of SCERT in view, the organization took up the following projects in the years 2008-09 and 2009-10.

## A) NATIONAL POPULATION EDUCATION PROJECT ( NPEP)

SCERT (WB) is the implementing agency of National Population Education Project for West Bengal. SCERT developed a draft manual on Population Education and submitted this draft manual to School Education Department GoWB for observation and to seek permission for carrying out the activities for 2008-2009. It was decided that the manual would be printed and the activities as approved for 2008-2009 by NCERT would be initiated after receiving the observation on the draft manual on Population Education from School Education Department, Govt. of West Bengal. But no activity could be initiated in 2008-09 as the observations of the Department were not received in that year.

After obtaining permission to initiate activities under NPEP in 2009-10 from School Education Department, Govt. of West Bengal, SCERT (WB) published a teachers' training book on Population Education titled "Janasampad Bishayak Shiksha". With this book SCERT organized three one day advocacy / orientation programmes with District Resource Persons (DRPs) as nominated by WBBSE, WBBME, PBRSSM, DPOs, DIETs etc. on 21-23 December 2009. With the help of DRPs, district level teachers' orientation programmes on this book were organized in two districts, namely, Malda (27 – 29 January 2010) and Murshidabad (9 – 11 February 2010).

## B) SSA ACTIVITIES

**1. Design and development of hands-on activity based Science materials for Upper Primary classes.**

SCERT (WB) had developed an activity book titled "Kajer Majhe Bigyan" in Bengali in 2007-08 for upper primary classes. It contained examples of hands-on activities in General Science, Physical Science, Life Science and Geography that can be performed by students using easily available low-cost materials. The activity book was printed by some of the District Project Offices of Sarva Shiksha Mission and was disseminated to the schools. The DIETs and other district level functionaries organized consultations with the teachers in the districts so that they could help students perform the activities.

In 2008-09, the activity book was further modified and developed after receipt of inputs in the form of additional worksheets from districts. In fact, three separate activity books for classes VI, VII and VIII were developed and published in Bengali as per the plan approved by PBSSM. Each activity book contains activities of Environmental Science in addition to those of General Science, Physical Science, Life Science and Geography. An evaluation sheet has been provided at the end of each activity book for recording the performance of students while carrying out the activities. It was decided that the DPOs would print the activity books in sufficient numbers so that they reached all the students of classes VI, VII and VIII in West Bengal.

Both Hindi and English versions of these workbooks are being prepared. SCERT (WB) provides necessary support to districts for orientation of the teachers on this workbook.

**2. Development of a manual on Activity-based Mathematics Teaching titled "Kajer Madhyame Ganit" for Upper Primary classes**

An activity book titled "Kajer Madhyame Ganit" was developed at SCERT (WB) for upper primary classes in 2007-08. It showcased activities that help to clarify different concepts of Mathematics. In 2008-09, several district level consultations were held, inputs from which helped in the development of three separate activity books for classes VI, VII and VIII. An evaluation sheet has been provided at the end of each activity book for recording the performance of students while carrying out the activities. It was decided that the DPOs would print the activity books in sufficient numbers so that they reached all the students of classes VI, VII and VIII in West Bengal. Both Hindi and English versions of these workbooks are being prepared. SCERT (WB) provides necessary support to districts for orientation of the teachers on this workbook.

**3. Development of supplementary text material in Natural Science for tribal (Santhali) students (Grade-III) and to study its significance on school achievemen**

A bilingual supplementary text material (in Bengali and Santhali) in Natural Science has been developed for Santhali students studying in class-III of Bengali medium primary schools. The basic purpose was to design an intervention for improving participation of Santhali speaking children admitted to Bengali medium schools in the process of teaching-learning. The Bengali language of the Natural Science textbook for class-III has been rendered simpler. The translated version in Santhali of the Bengali portion was also provided in the same supplementary text material. The material thus prepared also contains illustrations, diagrams, etc. to contextualize the content with the environment of a typical Santhali habitation. Some evaluation items / activities suitable for the children under consideration have also been included. Some pages of the book would serve as activity sheets as well. In 2008-09, an Interim Report was prepared and submitted to PBSSM and other stakeholders.

25 primary schools in each of the three districts of West Bengal - Bankura, Birbhum and Purulia were selected for carrying out the research study. The material reached about 1000 students in the schools and a pre-intervention test was administered on the students before handing out the supplementary text material. A post-intervention test on the cohort was also administered. Marks obtained by the students in scholastic subjects in two terminal assessments held before and after getting the supplementary material were recorded. Collection of data and their analysis is still in progress. The findings will be presented in the form of a report and attempts would be made to design similar material in History / Geography for class – III.

**4. To develop content for Computer Aided Learning Materials on school subjects in Upper Primary**

SCERT (WB) has developed exemplar CAL lessons on eleven topics from Upper Primary syllabi of WBBSE curriculum. These lessons have been integrated in a CD using 'Eklavya' template developed by CDAC, Kolkata. The CD has been replicated in requisite number and, through the State Project Office, PBSSM, had been distributed to all the DPOs of our state, with a planning that the DPOs will make requisite number of copies of the CD and distribute them to the schools in the respective districts having computers in place. The materials have also been made available in SCERT portal for being downloaded by users.

Further district level workshops were held at DIETs Malda and Jalpaiguri in which more than sixty fresh scripts, suitable for CAL lessons, have been developed. From these, 38 scripts have been shortlisted and handed over to CDAC, Kolkata for development of the CAL lessons.

**5. To find out the learning achievement of students at Primary and Upper Primary levels vis-a vis attendance of teachers and students – a sample study**

Different tools were developed to collect information regarding school infrastructure, personal and professional details of teachers, enrolment and attendance of students, attendance of teachers and their activities. Items for conducting Achievement Surveys on selected students of class - III and class – VIII were also designed. A questionnaire to study the impact of private tuition was administered on these very students.

The survey was conducted in 310 primary and 89 upper primary schools in 17 districts through DIETs and DPOs. Three unannounced visits were made to each school for collection of data. After receiving the whole data from districts in digitized form, they were organized and analyzed at SCERT (WB). The report was prepared at SCERT (WB) and submitted to PBSSM, School Education Department, GoWB and other national level organisations.

## C) OTHER PROGRAMMES

### 1. Study on implications of private tuition

SCERT (WB) conducted the survey in the state, as desired by the School Education Department, GoWB over representative samples of different cross-sections of the society, seeking opinions of the head teachers, the teachers, the guardians, the community members, the private tutors and the students. Questionnaires for the survey were developed at SCERT and were finalized in a meeting with different stakeholders and experts.

For conducting the study, 349 schools (240 primary, 67 upper primary / secondary and 39 higher secondary) in 17 districts of West Bengal were selected. The survey was conducted by the DIETs / DPOs in the respective districts. The study captured responses of more than 10,000 respondents through appropriate questionnaire/tool designed for each category of respondents. Achievement scores of more than 4000 students from classes IV, VII, IX and XI were also analysed.

Data organization and digitization in a MS-ACCESS programme were also carried out at the district level and submitted to SCERT (WB). The data were organized using Structured Query Language (SQL) at SCERT. From the organized data, a state report was generated. The report of the study, in its various chapters, traces out the opinions as expressed by the different stakeholders. It also describes the effect of private tuition on achievement of the students. The draft report was submitted to the School Education Department, GoWB on September 10, 2009 for its opinion.

The final report was published and 400 copies were handed over to the Secretary, West Bengal Legislative Assembly, for distribution among the members of the Legislative Assembly during the winter session on 08.12.2009.

### 2. Study for Quick Verification on Pratham's ASER 2007 report in the districts of Jalpaiguri & Purulia

Several meetings were held with "Pratham"'s representatives and their tools were viewed and discussed upon. Tools of the survey were developed at SCERT (WB) and administered in the districts level by the concerned DIETs. Data entry was carried out in the districts. The data collected were analysed at SCERT and the final report prepared at SCERT was submitted to the School Education Department in March 2009.

### 3. EDUSAT-linked videoconference programmes

An EDUSAT-linked Satellite Interactive Terminal (SIT) was installed at SCERT (WB) on 27.06.2006 under the national beam. Since then many orientation programmes / workshops have been conducted at SCERT in collaboration with CIET, NCERT

through teleconferencing. In 2008-09 and 2009-2010, till date SCERT (WB) has organised four workshops –

i) "Orientation of teachers teaching Mathematics to classes XI and XII under CBSE and State Board schools" on 24 – 26 February 2009.

ii) "Research Methodologies for ICT in Education through EDUSAT" for 5-7 October 2009 where 16 participating teacher educators / teachers contributed in developing research proposals.

iii) "Orientation programme of primary teachers of Mathematics regarding content and teaching strategies" on 3 -5 March 2010 in which 20 primary teachers participated.

iv) "Capacity Building of Teacher Educators for Promoting Inclusion of Children with Special Needs" on 15 – 18 March 2010.

**4. Study on the reasons behind large decline in enrolment between classes I & II**

The School Education Department, GoWB decided that the study would be conducted in two districts, namely, Jalpaiguri and South 24- Parganas. SCERT (WB), in collaboration with EDCIL, has brought out a state specific report for West Bengal.

**5. Mid-term Achievement Survey for class-III and for class-VIII**

The survey was conducted in 10 districts namely, Bardhaman, Bankura, North 24-Parganas, Nadia, Uttar Dinajpur, Jalpaiguri, Coochbehar, Malda and Dakshin Dinajpur. All the survey tools and achievement test papers developed at national level by NCERT were translated in Bengali. The scripts as received from districts were sent to NCERT after scrutiny for analysis and preparation of report.

**6. Field trials of Terminal Achievement Survey at the end of class-V in collaboration with NCERT**

The survey was conducted in two districts (Hooghly and North 24 Parganas) through the respective DIETs in 2009-10. The District Coordinators, Associate District Coordinators and Field Investigators were oriented in the methods of conducting the field trials of the survey.

**7. Creation and maintenance of an electronic platform (PORTAL) for sharing of research information through interactive website at www.scertwestbengal.org**

This website is a window to the activities taken up by SCERT (WB) and the DIETs, and also provides the online view of publications of SCERT. It provides an opportunity to the teachers, teacher-educators, researchers and persons interested in education to express their views on emerging issues in school education.

# COMMENTS ON PRATYAY

*Prof. Mamata Ray*
President

**West Bengal Board of Secondary Education**
77/2, Park Street, Kolkata - 700 016

**NO : 40/Pres/08** **DATE : 16.05.08**

**Ref : 009/8/PEP/SCERT dated 30.04.08**

**Sub : Population Education 'Pratyay' Vol-III**
**No-1**

**Dear Sir,**

**Please accept my sincere thanks for the above mentioned volume. I will go through the volume and will try to share the issues with you.**

**Yours Sincerely,**

**( Mamata Ray )**
**President**

**The Director,**
**State Council of Educational Research**
**& Training, West Bengal,**
**25/3, Ballygunge Circular Road,**
**Kolkata – 700 019**

© : 2217-4268, 2229-9660 (Fax), E-mail : wbbse05@yahoo.co.in

DIRECTORATE OF STATE COUNCIL OF
EDUCATIONAL RESEARCH AND TRAINING (SCERT)
MIZORAM, AIZAWL.

..........

No.D..29012/2/2000-SCERT/PEP/32 - : Dated Aizawl, the 9th June, 2008

To,

The Director, SCERT (WB)
25/3, Ballygunge Circular Road,
Kolkata – 700019.

Subject: Acknowledgement..

Sir,

I have the honour to acknowledge herewith receipt of your letter No.008/28/PEP/SCERT dt 29.4.2008 with its enclosure of "Pratyay" Vol-III, No.-1 with thanks.

On going through the journal, we find it very interesting and helpful for the organising Adolescence/Population Programme and also endorse the suggestion put forward by the Director, DTERT, Chennai for the improvement of the journal.

Yours faithfully,

Sd/-
9/6/08

(SANGTHANMAWII)
Joint Director, SCERT
Mizoram : Aizawl.

*Telegram : SECONDARY*
*Telephone : 2226-8594-96*
*2229-8597-98*
*2229-2580*

*WHEN REPLYING, PLEASE QUOTE*
*No.* S/147
*Date* 10. 07. 2008

***From : Secretary***
***West Bengal Board of Secondary Education***
***77/2, Park Street, Kolkata - 700 016***

To,
The Director,
State Council of Educational Research & Training (W.B),,
25/3, Ballygunge Circular Road,
Kolkata- 700 019.

Sub : A Rejoinder on an article published in Pratyay,
Volume III, No. 1, March 31,2008.

Sir,

I am directed to forward herewith a rejoinder in view of the article 'C.C.E., a long-felt need and its burning issues' by Sri Swapan Kumar Bhaduri in your journal 'Pratyay' (volume III, No. 1, March 31,2008 ).

In connection with the above you are requested to publish the same in the next issue of your journal.

Thanking you,

Yours faithfully,

( Swapan Kumar Sarkar )
Secretary

West Bengal Board of Secondary Education

77/2, Park Street, Kolkata- 16.

The article ' CCE, a long-felt need & its burning issues ' by Shri Swapan Kumar Bhaduri (published in Pratyay, March 31, 2008, an organ of the WBSCERT) has highlighted the strength and weaknesses of the recently introduced Unit Test & Summative Evaluation System by the W,B.B.S.E.

Quite validly, Bhaduri has pointed out that the new dispensation has maximized the pressure load for the teachers and the learners. In the introductory paragraph he has quoted from Vidyasagar's legendary letter to F.J. Mouat. The scheme vidyasagar visualized hardly differs from the one introduced by the W.B.B.S.E. Small tests spread over throughout the year relieve our children of the accumulated load of syllabus-coverage in one or two exams held in an academic session. Lightening the burden of exams by such spread over system was advocated by Vidyasagar not only from sound learning viewpoint, but also from the urgency of minimizing miss-outs owing to the sickness-prone student population, especially the rural students.

Shri Bhaduri has reverse-steered the logic of examination stress, which is defused through short periodic tests that go by the name of CCE. Calling CCE as CCCE, a new-found substitution, does not merely lead up to a redundancy of'C\ Rather this additional 'C helps us to ' see it steadily and see it whole'. Competency specific curriculum transaction and evaluation has become a buzzword internationally with the seal of approval by the UNESCO, following which the exercise for competency-analysis got momentum in the ' programmed education' system prevalent in various countries.

Terminology, or for that matter abbreviated terminology, should be a potential mnemonic for the 'doable' on the part of the practitioners. Under such a construct of understanding, what is the harm if the additional 'C* becomes for us a constant pointer to our 'double' as regards competency-analysis of a syllabus ? In fact, since 1987 WBBSE, like other state and central boards, has been a stickler to ihe practice of competency-analysis for curriculum transaction and evaluation. The progeny can demystify the abbreviation CCCE with some commitment to competency-analysis, which boosts up the principle of thoroughness, whether in teaching or in learning.

o We may end up with Lear : ' Reason not the need, judge by the result.' And to that end, WBBSE has gone in for a feedback survey and readjusted the annual academic calendar and unti-test formats.

রাজ্য শিক্ষা গবেষণা ও প্রশিক্ষণ পরিষদ (প.ব.) এস.সি.ই.আর.টি.
এর সঙ্গে যোগাযোগের অন্যান্য মাধ্যম ঃ

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